

A vibrant, stylized illustration of a schoolhouse and a bus. On the left is a two-story red schoolhouse with white trim, a bell tower with a bell, and a flagpole flying a green flag. In the foreground, a yellow school bus is parked on a road. A boy is pushing a red shopping cart next to the bus. Several children are walking towards the schoolhouse. In the background, there are rolling hills with autumn-colored trees, a blue house on a hill, and a bridge. The sky is purple with white clouds.

To attract useful and committed partners, schools need guidance and support to create appropriate contexts for partnerships. Principals need assistance in understanding the benefits of effective school-community collaborations, identifying potential partners for collaboration and appropriate collaborative activities, and creating environments that encourage and support such collaborations. School staff and faculty also need professional development and staff training to understand their role in attracting and maintaining community partnerships.

Why does your district need its own development office?

By Gary Lee Frye

Why does your school district need a system for obtaining funds from grants and other nontraditional sources? The short answer—money! Our public schools have never had enough money to spend on programs that benefit students.

But while school people have been talking for decades about the need to explore nontraditional funding sources, many districts aren't taking full advantage of those sources.

Over the past few years, budget shortfalls have forced many school boards to make tough decisions about what education programs must go, rather than about what new programs to support. At the same time, these districts are attempting to raise test scores to meet the demands of the No Child Left Behind Act, which often requires the kind of specialized programs they've just cut.

Is there any way around this classic Catch 22? I believe that there is.

At the Lubbock-Cooper Independent School District, where I am development director, we've secured grant funding of more than \$16.6 million for our school system and other rural Texas districts over the past eight years. The key to our success—and the success of any district that wants to supplement its local funding—is to have clear educational goals and a designated development director who can pursue nontraditional funding to help meet those goals.

THE BASIC RATIONALE

When school and community leaders discuss public school finance, everyone agrees that acquiring extra funds from sources other than taxes is something to celebrate. Translation: People are happy because you aren't raising taxes.

The additional funds can go toward supplemental programs that help meet students' educational needs. The new programs enhance the district's educational climate. Test scores rise. The public takes note of the district's improvements—and increases its support.

The most obvious source for nontax-based additional funds is grants, but many districts aren't set up to take full advantage of them. Developing grant proposals takes time, and the duties of most staff members are not structured to provide free time to write grants. Therefore, if a school district or campus wants a grant written, staff members usually do it on their own time, at night and on weekends.

What motivates these staff members is the conviction that

students need the program that a grant could provide. If the grant should be funded, their first thought is establishing the program to benefit their students. Staff members are not likely to write another grant unless their students have continuing needs that are not being met by the first grant. Thus, the school district has not created a process for tapping into grants as a continual source of funding and has no districtwide program for grant writing.

The school or district has simply written a grant for a program, rather than having a program for writing grants.

WHY A DEVELOPMENT OFFICE?

Many districts are forming local education foundations or development offices to support student needs. One of the first to take this step was the Norfolk Public Schools in Virginia. In *New Ways to Fund New Projects: A Practical Guide to Winning Grants to Support Education*, Denise Schnitzer and Roy Nichols tell the story of how Norfolk's grant-writing program evolved into a development office, which became a liaison to other local agencies and helped to write grants for the community.

It's possible that grant functions could have been performed by personnel assigned to other duties, but if so, the tasks might have received inadequate attention or fallen through the cracks altogether. Therefore, Schnitzer and Nichols say, Norfolk found it economically prudent to devote one professional exclusively to competitive grants. Such a position, they say, will more than pay for itself as an organized effort is made to seek and win competitive grants.

I can attest to that. Over the eight years the Lubbock-Cooper ISD has had a system for developing grant proposals, we have been able to fund programs that went beyond the normal scope of a public education. These additional programs have allowed us to meet all our students' individual educational needs and achieve the district's vision of "Building the future ... one student at a time."

If I had had other duties in addition to developing new funding sources, I would not have been able to network with colleagues in the development field, review grants at the state and federal level, develop consortiums with other school districts, and set up a community foundation. These activities made me a better grant writer and helped increase the funds and programs available to our students. These extra funds have translated into increased standardized test scores for special

education students, English Language Learners, and others in subgroups defined by the No Child Left Behind Act.

Finally, my job has benefited several surrounding rural districts that have contracted with me to perform these services for their schools.

WHERE DO YOU START?

To begin a grant-writing program, you must have a clear vision of what you want your district or school to become. Without this vision, writing the RFA/RFP (Request For Application/Request For Proposal) will become the driving force of your efforts, and increasing the money flow will become your primary goal.

A better way to proceed is to look first at needed programs that will have a positive impact on students, and plan your grant writing accordingly.

The second step is to find a person who enjoys this kind of work and has the temperament to be successful. In *Grant Writing for Dummies*, Bev Browning says that most grant writers did not start out to make a career of developing grant proposals. Many times, they backed into the position because they saw a financial need in their organization that could not be met using normal funding methods.

So don't assign just anyone to the position, but look for someone who has the desire to learn how to write grants. How will you know this person? Maybe my own example will give you an idea.

Fifteen years ago, I was teaching in a small rural district when I was told about a grant that might greatly help my students. It was the first grant I ever wrote, and the resulting summer school program for migrant students made a big impact. When I moved to Lubbock-Cooper to teach seventh-grade math, I saw a great need for a pre-algebra program and found a grant to fund the creation of such a program.

I thought I would teach the course, but my superintendent had other plans. His vision for the district was bigger than the current level of funding could support, and he thought that, since I had proven I could get grants, I should become the district's grant writer.

Today, district development is my sole job, and the administration looks to grants as an ongoing source of funding. Grant funds are used both to support special programs that have proved their effectiveness with students and to study the feasibility of new programs.

After you set up and staff your development office, the third step is to budget for the position from "hard money." If your school district is serious about using grants as an ongoing source of funding, you must make a commitment to give the person in the position enough time to become effective.

When I talked with development officers from Texas public school districts for my doctoral dissertation, I found broad agreement that a new grant writer needs to be on the job 18 to 24 months before a district can determine the success of the program.

Why so long? Several factors are involved. First, depending on when the office is created, the grant cycle, which normally runs on an annual basis, may be one year out of sync. Second, a new grant writer must learn the culture of the school or district and the basic system of proposal development—a steep learning curve. Third, since developing the grant proposal is done before any funding comes in, the grants themselves will not pay for the initial development cost.

A NEW OPTIMISM

In the eight years that we've had a development office at Lubbock-Cooper, I've seen a marked change in the way teachers and administrators view their work. The old feeling that they lacked sufficient funds to serve students has been replaced by a sense of abundance. Nowadays, they think in terms of what is possible when money is not a consideration.

They look at each student or subgroup of students in terms of what programs they would like to see included in future grants; what benefits these programs would have; and how effective programs can be integrated into the ongoing campus improvement planning process.

In school districts without development offices, an overwhelming sense of scarcity keeps staff members from ever thinking in these positive terms—they're too often preoccupied with what programs must be cut in response to budget reductions. But with the changes that No Child Left Behind is bringing to public education, schools must change the way they look at funding.

When current budgets do not meet current needs, grants can be the answer. They allow districts to target smaller groups of students for specific remediation and acceleration in a manner that would be impossible using only normal funding streams.

During the 2004-05 school year, for example, the entire \$1.3 million from funded grants in our district went to programs that met needs identified in campus and district improvement plans. These funds had a disproportional effect on student achievement because they were used almost exclusively for programs that provided services to students, parents, and staff.

In comparison, Lubbock-Cooper's general budget that year was approximately \$15 million. When salaries and nonoperating expenditures are removed, only 17.3 percent, or approximately \$2.6 million, remained for programs. Thus, the grants added an additional 50 percent to the funds available for programs and services for students, parents, and staff.

These figures show how grant funds can be used to accelerate the achievement of a school district's vision. How else could a school district increase funds dramatically without increasing taxes? How else could districts acquire the resources to provide a world-class education for all students?

Gary Lee Frye (glfrye@lcisd.net) is director of development and grants for the Lubbock-Cooper Independent School District in Lubbock, Texas.

Identifying What Makes Your Agency / Organization Unique (Activity)

- ❖ What makes your agency unique? Does the mission of your organization compel you to deal with the problem proposed? Is the experience and expertise of your staff unique? How do your facilities (buildings, laboratories); clientele (people you serve, their backgrounds and needs); area (the service area you relate to) make you unique? Do you have some kind of long range strategic plan with goals related to the proposal priorities?
- ❖ Why should a funding source give money to you instead of another institution?

IDENTIFY FIVE UNIQUE CHARACTERISTICS OR FEATURES OF YOUR AGENCY / ORGANIZATION WHICH MIGH MAKE IT ATTRACTIVE TO A FUNDING SOURCE:

LIST WHAT YOU REGARD AS UNIQUE CREDIBLE CHARACTERISTICS THAT COULD BE HIGHLIGHTED IN A GRANT PROPOSAL.

1)

2)

3)

4)

5)

Developing Your Plans

- 1) Define Your Funding Priorities
- 2) Define Your Funding Needs: Break down this into realistic and tangible goals. Show where the money will go and for what... For example: \$2,000 for instructional supplies, \$1,000 for teacher stipends, \$2,000 for inservice costs.
 - Create a sample budget that is realistic and simple.
 - In this budget, show your in-kind/match contribution as well as expenses.
- 3) How will you incorporate Media and Public Relations into Grant Campaign? Once you have defined numbers 1) and 2), it is essential to integrate media and public relations into your strategy.
- 4) Elements of Your Grant Proposal: Create a grant boiler plate with the following elements, and you can expedite the grant writing process by at least 50%. Maintain a master binder for grants that contains these essential elements:
 - Background of Organization (mission/goals)
 - History
 - Timeline of Activities (with date, responsible parties, activities to be conducted)
 - Budget
 - Budget Narrative (explaining the purpose)
 - Need for Program
 - Problem that Relates to Need
 - Solution: Your One of A Kind, Innovative Problem-Solver
 - Results of Program (Forecasted and Documented)
 - Evaluation
 - Your Organization Program Annual Budget (Current Year and Next Year's Forecast)
 - Staff Job Descriptions/Organizational Chart
 - Community Partners
 - Advisory Board (if needed)
 - Volunteer Network and Public Relations/Fundraising Initiatives

Funding Needs Survey

Date _____

Name _____ Responsibilities _____

Location _____ Telephone _____

Email _____ Fax _____

Population to be served: _____

1. Previous Grants/Partners

2. Current Grants

3. Current Community Partners

4. Grants in Progress/Possible grant sources

5. Needs/services/approximate costs needed to address these needs

NETWORKING

Our ability to provide additional support for your programs depends on networking with potential supporters. As an alternative to financial support, people in the community can write letters of endorsement, volunteer time, connect you to funding services/websites, or introduce you to other community agencies, links to foundations, corporations, the media, and government agencies.

Your Name (optional)

Site: (Optional)

- 1) What foundation or corporate boards are you, your spouse, or close friends on?
- 2) Do you know anyone who is on a foundation or corporate board? If so, whom and what board?
- 3) Do any of your friends or relatives know anyone on a foundation or corporate board?
If so, whom and what board?
- 4) Have you served on any government committees? If so, please list.
- 5) Do you know any government funding contacts? If so, please list.
- 6) List any fraternal groups, social clubs, and/or service organizations to which you or your spouse or close relatives belong.
- 7) List any one you know who works for or has influence in a business that might benefit your focal areas (e.g. you uncle is an area representative for a book company, your sister is a manager for a fast food restaurant that gives coupons to schools, etc.)

Community Partnerships

How Do You Form a Community Partnership?

Consider the groups and individuals who should be members of your community partnership. It should include members who represent the diverse areas that influence youths' lives, including:

- Local teens and families
- Schools
- Community organizations (especially those that serve youth)
- Faith-based organizations
- Health care providers (includes physical and mental health care as well as substance abuse treatment)
- Public health departments
- Law enforcement agencies
- Juvenile justice system
- Human services agencies
- Cooperative Extension offices
- Parks and recreation departments
- Libraries
- Businesses
- The media
- Elected or appointed officials
- Other individuals involved in defining community policies that affect youth

Together, these groups and individuals should address the different contexts in which youth live and develop. Members of your partnership should also represent the different racial, ethnic, and cultural characteristics of your community. These cultural perspectives will help shape the decisions that are made and ensure the initiative's success with the whole community. [Tribes can read additional thoughts about community partnerships here.](#)

Based on your community's resources, determine the most feasible group size. It might change over time. Convene a small steering committee to formally consider the membership of the group. This committee can define the skills and resources needed for the group's work and then develop a list of individuals and organizations that can contribute those skills and resources.

The table below provides an example of such a list.

Skill/Resource Needed	Where Can We Find Those Skills/Resources?	Who Can Contribute Those Skills/Resources?
Community leadership	Community coalitions, existing community systems	Heads of community groups and associations, faith-based organizations, nonprofit organizations, government agencies, and businesses
Fund-raising	Community foundations, hospitals, colleges, business roundtables, service organizations, United Way agency	Grant writers, business leaders, development professionals, foundation officers
Designing community assessment, collecting and analyzing data	Colleges, public health department, school district, human services agency, community planning agency	Social scientists, statisticians, program evaluators

The following questions can help you determine the composition of your community partnership:

- What skills, information, and resources do we need?

- What resources already exist in the community?
- How can we reach stakeholders?
- What expertise and services can other groups and organizations contribute?
- What members of the community can help bring credibility to our cause?

The steering committee members should consider whether they have existing relationships with people they would like to recruit or whether they will need to forge new connections. Natural partners include individuals and organizations that are already working on youth issues. One such partnership in your community is a Local Workforce Investment Board. The Workforce Investment Act requires that all communities establish a local Board. The Workforce Investment Boards, in partnership with state and local elected officials:

- Plan and oversee the state and local workforce investment system;
- Have at least 50 percent of their members as representatives of private industry and business;
- Include representatives of education, labor, community organizations, and others appointed by the local elected official; and
- Have subcommittees, often called Youth Councils, which focus on issues specifically impacting the young people in the community.

These Councils involve many community stakeholders and are responsible for planning youth workforce activities and selecting educational and training providers that may receive Workforce Investment Act funds to provide services to youth. Some communities have used the Youth Councils to increase awareness of important youth issues and work to motivate individuals, agencies, and communities to improve the quality of youth services.

Think about how the specific issue you are focusing on affects different sectors of the community, and invite representatives from those sectors to join. For example, if your goal is to prevent teen smoking and tobacco sales to minors, recruit members of your local business association. Recruiting political leaders, business leaders, and members of local philanthropic organizations will help increase your credibility and may enhance your potential for fund-raising.

Be creative in maximizing the time and resources that different people bring to the community partnership. Keep a list of potential members and maintain regular communication to involve them at different stages. E-mail project updates periodically to interested and relevant parties to keep them involved.

Once specific people are identified to participate in the community partnership, consider the following questions:

- What can each potential member contribute (e.g., staff time, money, space, allies, data, media relations, credibility, skills)?
- Do the individuals represent a variety of different constituent groups or cultural perspectives? Are any groups or perspectives missing?
- Will certain organizations or individuals need incentives to join? What will they gain by joining the effort (e.g., increased skills, networking, access to policymakers)?
- What constitutes membership within the community partnership? Are there different levels of membership or membership dues?

Community Partnerships

How Do You Involve Youth in a Community Partnership?

When forming a community partnership, be sure to consider how youth can be involved. Young people will strengthen your partnership's understanding of youth perspectives on community issues.

Don't underestimate what young people can contribute. Adults often believe that involving youth only means having a young person sit in on a meeting, but there are many ways to develop meaningful partnerships between adults and youth. Consider inviting youth from local organizations such as 4-H, a Boys & Girls Club, Girl Scouts, or Boy Scouts. Other places to find youth members include youth sports teams, student government associations, parks and recreation centers, and faith-based organizations. Try to include youth who are from the community but who are not involved in any organized youth activities, such as youth who have dropped out of school or who don't attend school on a regular basis.

Youth and adults can both benefit from these meaningful partnerships. Youth can develop leadership skills and gain a better understanding of people in different age groups and community roles. They also can obtain valuable experience that will help them prepare for the future. Adults can rethink stereotypes or negative attitudes about youth and share the responsibility for community change.

Here are some tips on involving youth developed by the U.S. Department of Health and Human Services, the National Campaign to Prevent Teen Pregnancy, the Innovation Center for Community and Youth Development, and the National 4-H Council:ⁱ

- Include partners who respect youth, who are willing to share their power and responsibility, and who are willing to work with teens to sustain their engagement.
- Involve youth early in the planning of program goals and activities, such as creating a mission statement.
- Let teens help guide the group's understanding of how young people think and feel about an initiative or strategy being developed.
- Provide youth with the training and guidance necessary to promote meaningful participation in the group.
- Encourage and train youth to be media and community spokespersons.
- Offer incentives, awards, salary, or recognition for the work teens do for the community partnership.
- Consider what teens can do to reach their peers, their families, their schools, and their communities. Could they be peer educators? Work on policy changes in the community?
- Consider the logistics of involving youth in meetings. Do they need transportation? Are meetings held after school, in the evenings, or on weekends so that youth can participate in them? Is child care needed?

ⁱTips on Involving Youth were adapted from the following two sources:

Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. (2004). *Improving the Health of Adolescents and Young Adults: A Guide for States and Communities*. Atlanta, GA.

The Innovation Center for Community and Youth Development and National 4-H Council. (2001). *Building Community: A Tool Kit for Youth and Adult in Charting Assets and Creating Change*. Takoma Park, MD.

PROGRAM: ALTERNATIVE LEARNING OPPORTUNITIES PROGRAM (ALOP)
CORPORATE CAMPUS

Program Description: The Regional Office of Education, in collaboration with the College will provide dropout prevention programs for students at the College. Students will be assessed upon entering to determine deficiencies in basic skills, readiness skills, and/or occupational skills. Academic and occupational skills training will be provided for students. The program will operate 8:00 a.m. to 3:00 p.m. at the College. Teaching staff will be utilized in the morning to instruct students in core academic classes and supervise lunches. All students (a maximum of 15) will be placed at the College in internship programs that include job-shadowing and mentoring.

Eligibility: All individuals receiving training must meet WIA income eligibility criteria based on documentation of income. Youth must also meet one or more of the following barriers to employment:

- a) Deficient in basic literacy skills
- b) A school dropout
- c) Homeless
- d) Runaway
- e) A foster child
- f) Pregnant
- g) A parent
- h) An offender
- i) An individual who requires additional assistance to complete an educational program, or to secure and hold employment

Funding Sources:

- General State Aid
- Work Force Investment Act

Partners:

- Regional Office of Education
- Workforce Development
- College
- County School Districts, Grades 9 - 12

Services:

- Core academic classes
- Computer-assisted instruction
- Internships
- GED Preparation/opportunity to take GED tests at age 16
- Personal, family, and substance abuse counseling
- Transition services, including personal/career counseling
- Field experiences
- Job shadowing
- Service-learning
- Career guidance
- Mentoring
- Community college classes

Outcome: New program for school year 2004-2005.

PROGRAM: ALTERNATIVE LEARNING OPPORTUNITIES PROGRAM (ALOP)
CORPORATE CAMPUS

Program Description: Students will attend 10:00 a.m. to 4:00 p.m. at the Convalescent Center. Students in internships may have extended hours. Students will have an academic program of 3 - 4 hours and internships of 2-3 hours. Internship opportunities will be based on availability. Mentors will be screened and matched with students. Academics will be provided by a credentialed high school teacher. Local agencies will provide personal and substance abuse counseling. Volunteers from local businesses and community members will provide mentoring.

Eligibility Criteria: Identified County high school students, ages 15-17 who need an alternative to detention (TMINS).

Funding Sources:

- General state aid
- Illinois State Board of Education
- Juvenile Justice

Partners:

- Regional Office of Education
- Project VISA
- County School Districts, Grades 9 - 12
- Convalescent Center

Services:

- Core academic classes
- GED preparation with an opportunity to take GED tests at age 16
- Internships (paid and non-paid)
- Job shadowing
- Mentors
- Career guidance
- Technology Center (with District permission)
- Field experiences
- Service-learning
- Community volunteers
- Individual tutoring
- Computer-assisted instruction
- Community college classes
- Connection to multiple outside agencies for personal, family, and substance abuse counseling
- Transition services for students who return to their district schools (tutoring, case management, counseling)

Outcome: New program for school year 2003-2004

What can we do for you?

TRAINING

- National Center for Youth Professionals
- Your Choice (Operation First Choice) Staff Training
- Guard Elementary School Partnership Training

DIRECT SERVICE PROGRAMS

- Guard Elementary School Partnership
- "Your Choice" Direct
- "Your Choice" Indirect

SPECIAL EVENTS

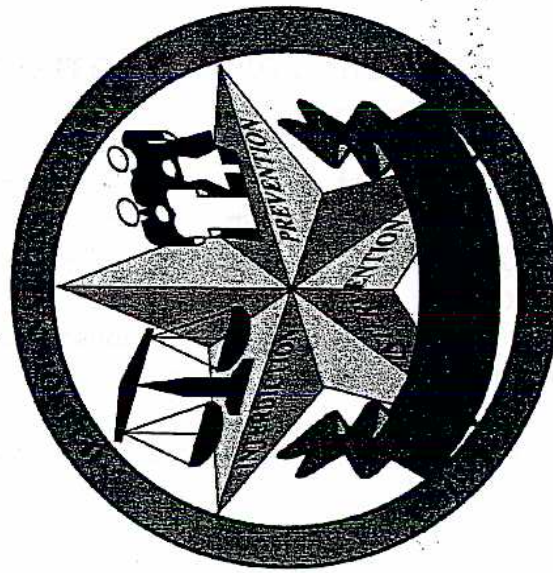
- Power Summits
- Mobile Ropes Challenge
- Youth Leadership Summer Camp

SUPPORT SERVICES

- Guest Speakers
- Coalition Representation
- Facilitator Support
- Resourcing



ILLINOIS NATIONAL GUARD COUNTERDRUG SUPPORT PROGRAM



Together We Can Make a Difference.

Any Questions? Contact
the Drug Demand
Reduction Division:

Phone: (773) 288-5482

Mobile: (217) 414-4311

E-mail: cdsoil@il.ngb.army.mil

Or

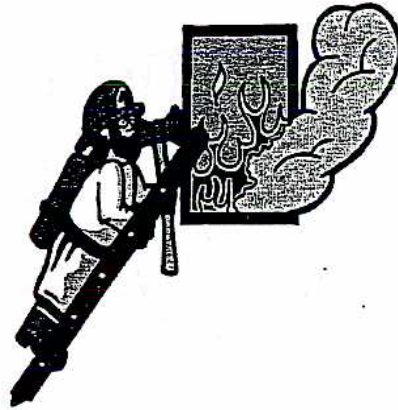
johnny.boatman@il.ngb.army.mil

**DRUG DEMAND REDUCTION
INFORMATION PAMPHLET**

Helping Hands from the Police and Fire Departments that serve your community.



1. **Operation Cookie:** Kindergarten classrooms start the year with a unit on the Gingerbread man. During this unit the class gingerbread man comes up missing and the police are called in to help locate the missing cookie.
2. **Community of readers:** Police officers come into the schools and read to the primary classrooms once a year.
3. **A Visit to the Police Station:** Primary students make a trip to the Police station to see where the police officers work, all of the different jobs being done at a police station, and they get to meet the Chief of Police.
4. **D.A.R.E. (Drug Abuse and Resistance Education):** This program is for 5th grade students. It explains to children drug prevention and education on the harm drugs cause our bodies. This is usually 8-10 sessions 30-45 minutes in length. This program is also called Drug and Alcohol Resistance Education)
5. **G.R.E.A.T. (Gang Resistance Education and Training):** Designed for 6th or 7th grade students. This program is 13 sessions approximately 45 minutes in length. Students are growing up in a much more violent society and exposed to it earlier and earlier. This program helps students deal with gangs, daily violence, family violence, and how to cope with each of these situations. This is sponsored by the A.T.F. (Bureau of Alcohol, Tobacco, and Firearms)
6. **School Liaison Officer:** A Police Officer is assigned to each junior and senior high school. The duties of this officer is varied from community relations, education, to possible assistance of a crime committed at school.



1. **Stop Drop and Roll:** This is designed for kindergarten students to teach them fire safety. The fire department has an obstacle course that the children participate in for "graduation".
2. **Junior First Aid:** This program is for 1st grade students to teach them the basics of what to do when they are hurt. There is also a short introduction to what it's like to go to the hospital.
3. **Home Safety:** This program is for 2nd graders. It teaches them such things as: stay low and go, fire/smoke detectors, escape routes, and fire prevention.
4. **Visit to the Fire House:** This tour shows children all of the fire equipment and safety gear that firemen must wear. It also explains the importance of the safety equipment. The best part—all of the children get to sit on the fire truck.
5. **Firemen as Readers:** Firemen come to school and read to the children. They have an assortment of wonderful books about firemen, fire safety, etc.

WALNUT MIDDLE SCHOOL
1600 N. Custer
Grand Island, NE 68803
(308) 385-5990

POLICE DEPARTMENT WEB PROJECT

The purpose of this project is to suggest ways in which the police department can improve their website. Areas of key importance are readability, navigability and overall visual presentation. To help you get started, you may want to visit <http://www.fixingyourwebsite.com>.

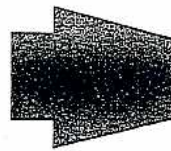
1. Take a look at the current police website taking into consideration the three areas of importance listed above. What is your overall impression of the current site?
2. Our contact from the police department has suggested that we use <http://www.cimidland.tx.us/> as a model for redesigning the new site. Again, based on the above criteria, what do you like or dislike about the design of this site?
3. One of the best ways to get ideas is to look at what others are doing. Make a list of websites that you feel are good sites and explain why you like them.
4. Now, make suggestions as to how you would design the new police department site, including what specific design elements you would use, i.e., graphics, buttons, page layout, etc. Draw illustrations on the back if you like.
5. On Wednesday, the 28th, you will be going to see the Police Department firsthand. Start thinking now about what type of pictures you'll want to take for the website while you're there.

Want to get involved in a community partnership for at-risk students in your area? Of course you do. It makes good business sense.

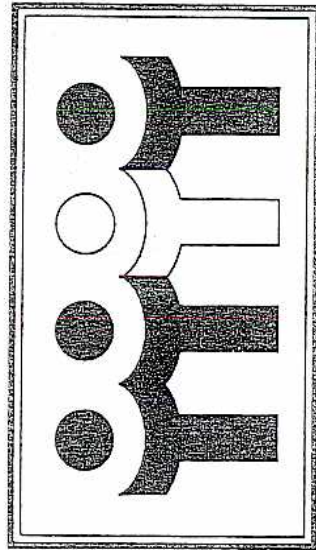
The National Dropout Prevention Center can help you put such a partnership together in your community.

We can serve you by:

- assisting in determining some of the specific needs of programs for at-risk youths in your local school districts
- analyzing the strengths of your business as they relate to school dropout prevention programs
- analyzing the strength of other community resources available to address school dropout prevention programs
- helping you design a partnership program suited to your community, schools and businesses
- helping you draft a school-business partnership agreement that addresses the needs of at-risk students in your community



National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-5111
(803) 656-2599

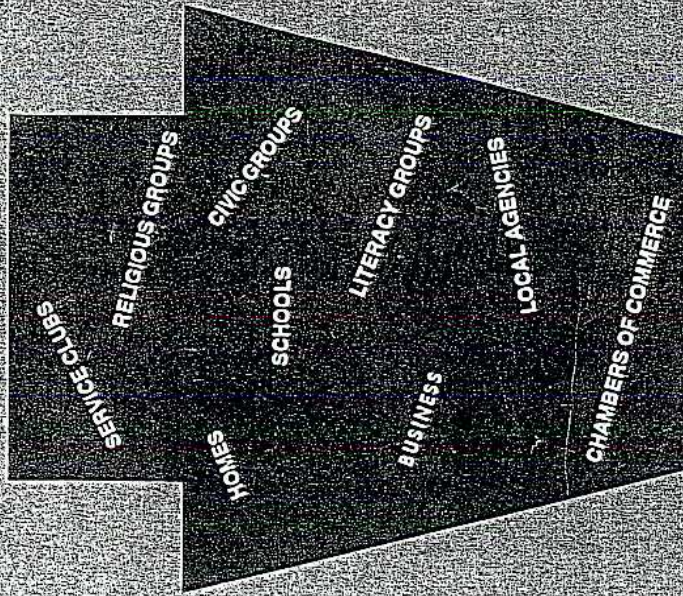


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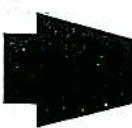
SCANA Corporation is a diversified holding company with interests in the traditional electric and gas utilities, fiber optics, construction, and real estate development.

SCANA



Partnerships:

THE KEYSTONE OF
DROPOUT PREVENTION



What can you and your business do about America's school dropout crisis?

Plenty!

The answer is PARTNERSHIPS.

Partnerships that combine the resources of the entire community to meet the needs of students at risk of dropping out of school. Partnerships between your business, civic organizations, social service agencies, religious groups, community-based organizations and your local schools.


Both large and small businesses have an important role in dropout prevention. And you and your business are in the perfect position to provide needed leadership in establishing such partnerships.

Your involvement can be at several levels of commitment.

The first level is that of awareness—knowing that a problem exists and something must be done about it.


The second level is when that knowledge or awareness increases to the point that you are motivated to invest time in a certain project in your community.

The third level is when that investment of time, coupled with other resources you can provide or leverage, leads to an extended commitment to long term growth and improvement.



You can become involved with dropout prevention programs in many ways:

- developing a company mentoring or tutoring program in which your employees spend an hour or two each week with an at-risk student
- becoming more actively involved in establishing local and state school policies
- taking your employees to a local school for lunch, getting to know the students and teachers
- sponsoring a career fair or speaking to students about employment opportunities in your company
- providing incentives to teachers and students
- providing academic and cultural enrichment opportunities for students
- creating opportunities for your employees to become more active in their children's schools



- adopting employment practice policies, agreeing not to employ young people unless they are currently enrolled in school or have graduated

- helping with fund-raising activities

- contributing professional expertise; for example, as an accountant, attorney or medical advisor or work experience coordinator

- designing staff development materials and seminars


- assisting in curriculum development and planning instructional programs that utilize community resources

- officially recognizing outstanding achievement by at-risk students and their teachers

- donating equipment or supplies

- publishing school information in your corporate newsletter

- sponsoring in-service activities





Naperville Community Unit School District 203

Naperville, Illinois

Search Our Site

GO

- DISTRICT 203 SCHOOLS
- PARENTS AND STUDENTS
- COMMUNITY MEMBERS
- DISTRICT 203 DEPARTMENTS
- ABOUT DISTRICT 203
- BOARD OF EDUCATION

HUMAN RESOURCES

DISTRICT INFORMATION

- Calendar of Events
- Curriculum
- District Calendars
- Forms Library
- Frequently Asked Questions
- Health Requirements
- Links to Schools
- News
- Quick Links
- Resource Library
- Spotlight

DISTRICT PROGRAMS

- Academically Talented
- Extended School Year
- Music
- Project LEAP
- Summer School
- Title 1 Programs

SITE INFORMATION

- Comment Form
- Contact Us
- PDF Software
- Privacy Policy
- Site Map
- Staff Email Login



[Home](#) // [Community Members](#) // [Business Partner List](#)

List of District 203 Business Partners

- Adjusted Health Chiropractic

Advanced Data Technologies

Alden Naperville Rehabilitation & Health Center

All About Children

American Association of University Women

American Business Graphics

American Heart Association of Metro Chicago/DuPage

American Legion Naperville

Amlings Flowerland

Amoco/Junior Achievement

Anderson's Bookshop

BBM, Incorporated

Behr Communications

Belgio's Catering

Benedictine University

BP America, Inc.

BP Amoco

Breaking Free, Inc.

Brick House Pizzeria

Brighton Car Wash

Buddingh and Associates

Burke's Vending

Carriage Club of Naperville

Central DuPage Hospital

Chicago Fire
- Business Buzz

Business Partner List

Business Partnership Brochure

Business Partnerships General Information

Partnership Profiles



Proviso-Leyden Council for Community Action, Inc

WHO WE ARE

- Home
- Background
- Staff
- Accomplishments
- Who We Serve
- Partners

PROGRAMS

- Supportive Services
- Youth Services
- Child Care
- New Programs

NEWS - EVENTS

- Articles
- Events
- Calendar

PORTER FAMILY CENTER FOUNDATION

- About Us
- Mission Statement
- Executive Staff
- Scholarships

FUNDRAISING EVENTS

- Victor Goodell
Memorial Classic

CONTACT US

- Contact Info
- Human Resources
- Make a Donation

Partners for Progress

Community Economic Development Association, Inc. (CEDA)
HUD Supportive Housing Program
Kraft Employee Fund
Action for Children
Veterans Administration
Illinois Department of Human Services
US Department of Justice
United Way
State's Attorney General
Department of Children & Family Services
Cook County Department of Planning & Development
Illinois Violence Prevention Authority (IVPA)
Continental Community Bank
USGA Foundation
Borg Warner Transmissions Systems
Proviso Township Mental Health Commission
Illinois Department of Alcoholism & Substance Abuse
21st Century Community Learning Center
24/7 Daycare
Illinois Department of Commerce & Community Affairs
State Board of Education
Grand Victoria Foundation
Illinois Department of Public Aid
Salvation Army
Health Resurrection
Paramount Media Group, Inc.
Proviso Youth and Family Consortium
WGN-TV Children's Charities
First Suburban National Bank

Hendrick: Youth Mentor Network, Plano Clothes Closet, TI/EDS Mentor Program

Renner: Saturday Scholar program. Renner serves area colleges and universities by providing student teaching opportunities.

Rice: PTA, School Based Improvement Committee (SBIC), Volunteers, Key Communicators

Robinson: Tom Thumb (Legacy), Colters Barbecue

Schimepfenig: Tom Thumb Manager on Site Base Committee

Wilson: Nortel, Alcatel

2000-2004 High School Partners

Clark: Barnes & Noble

Shepton: Frito-Lay, ARCO, University of Texas Southwestern Medical Center provides science fair mentors, Target and MJ Designs

Vines: Kiwanis (Good Student Awards), UTD Mentoring Program, guest speakers, mentors

Williams: Tutoring/mentoring program with EDS, City of Plano, Kiwanis Club, Communities in Schools, Plano Park and Recreation Tutoring Program, and student from Collin County Community College.

Plano East Senior High: Kaiser Permanente, EDS

Plano Senior High School: Appletree Florist, JC Penney, EDS, Medical Center of Plano, Presbyterian Hospital of Plano

Plano West Senior High School: Dr Pepper Company, Medical Center of Plano, Presbyterian Hospital of Plano, local doctors' offices, Walgreens, Tom Thumb Food Stores, Tinseltown, Wal-Mart, Target.

For more information about becoming a Plano ISD partner in education, contact:

Apple Corps

VOLUNTEER PARTNERSHIP PROGRAMS



PRINCIPLES OF PARTNERSHIPS

School-business partnerships can bring much-needed resources to schools, benefiting students, teachers, and administrators. With careful planning, partnerships can also evolve into rich, multifaceted agreements that support educators and prepare students for careers in the 21st century.

Schools in the 21st century will be driven, in large part, by partnerships. As Mildred Musgrove, principal of Anacostia Senior High School in Washington, D.C., so adeptly points out:

The millennium brings with it increasing demands on schools to do more to prepare students for the world of work and for educational experiences beyond high school. As educators, we must accept that we can no longer work in isolation to help our students meet the challenges they face. We are already experiencing the increased demands on us to do more to raise the academic achievement of our students, and the public has grown impatient with the state of public education in this country. It is clear that educators are being asked to raise the bar for themselves and their students and to fill the gaps left by some families and some agencies. And those of us who are principals know, perhaps better than anyone else, that we are being asked to accomplish more with limited and, in some cases, no resources. If we do not turn to our communities to help, we will fall short of our goals.

Educators across the country are turning to their communities to establish a broad range of partnerships that go far beyond the wildest imaginations of those participating in "adopt-a-school" days. The contributions of educators and business and community leaders have evolved from paternalistic "adopt us/help be the parent" attitudes to full working agreements by which principals and business and community organizations have learned new ways of working together, developing a vision and sharing responsibility for student growth and development. Musgrove can see very tangible payoffs in her school. Anacostia Senior High School is among the most challenged schools in the United States. Business partnerships support each of its five academies. The partners have enhanced the school's ability to improve dropout rates and test scores. Musgrove relies on the partners to provide job shadowing, mentors, and

BY GRACE SAMMON AND MARIANNE BECTON

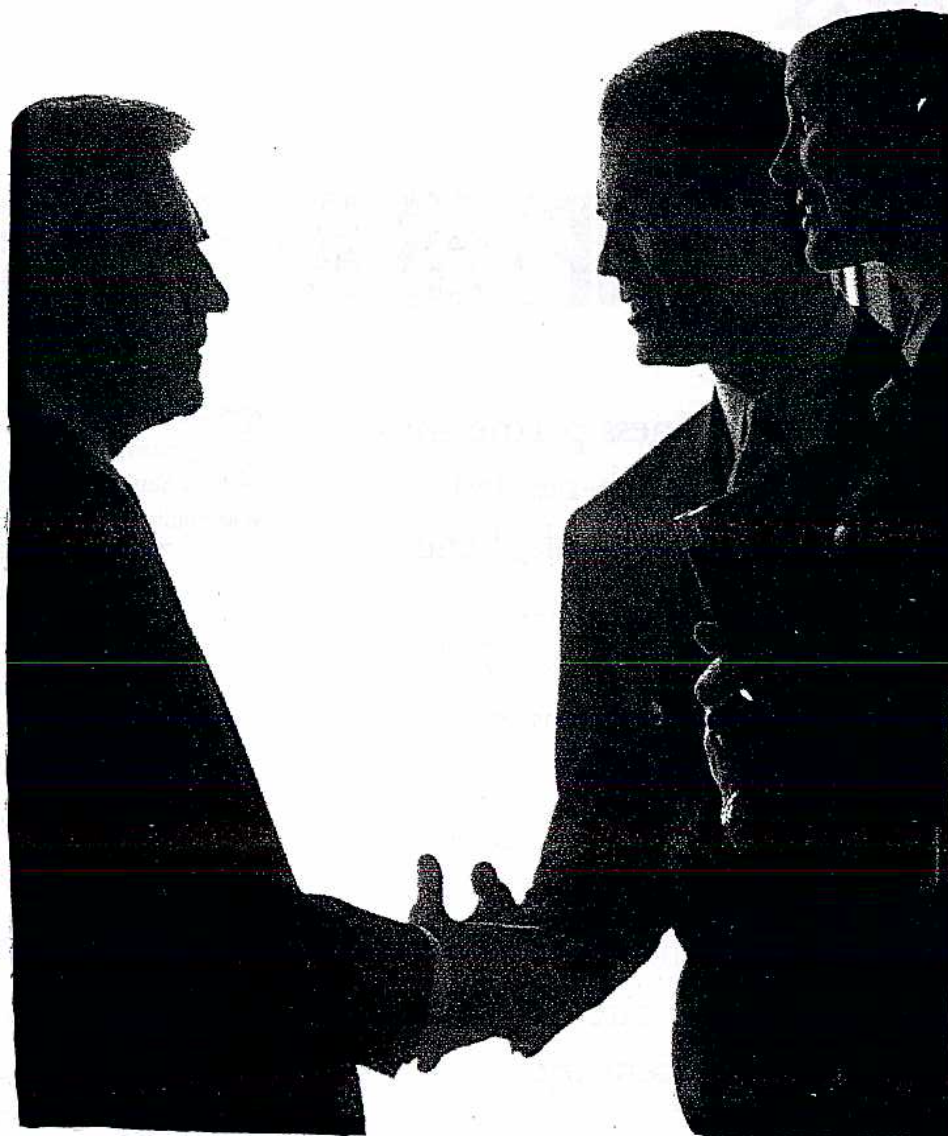
internships for her students and staff members; to develop and deliver courses with her regular faculty; to assist technology skill development; and to provide guidance by serving on advisory boards. Musgrove remarks,

We can provide solid evidence of our partnerships, but the greatest service these partners provide is intangible. Business and community partnerships provide students with the sense that there are caring adults throughout the community who want to see them succeed. There is no way that school alone could get that critically important message directly to students.

Marianne Becton, the manager of External Affairs at Verizon Washington, and cochair of the Local Partnership Council (LPC) believes that businesses' commitment to education is key to successfully preparing youth for careers in the 21st century. "Education in general, and public education specifically, is the cornerstone of our culture and an absolute necessity for economic prosperity" states Becton.

Today's partnerships supercede the traditional role of businesses in education: the occasional forays into schools for special programs and activities. Successful partnerships include training students, as well as educators and administrators, and involve employees at all levels, not just executives. These partnerships are more about shared responsibility than corporate donations.

As one of the largest employers in the District of Columbia, Verizon Washington has a considerable investment in Washington, D.C. Many of its employees work and live in the District. Its commitment to education is driven by its responsibility as a good corporate citizen and by the understanding that today's students will be tomorrow's employees, consumers, regulators, and neighbors. A more immediate benefit is realized as business partnerships train current students and improve the quality of their lives and of their communities.



Marianne Becton sees it clearly:

Educators face major challenges, a fact that affects teacher training, recruitment, and retention. Without support from the community at large, all of our students will suffer. We seek to attract other businesses to make the same commitment that Verizon has made. As a leader in the business community, Verizon sponsors mentoring, job shadowing, and internships for our students and encourages our business partners to do the same. In a highly competitive marketplace with record high employment, some businesses may find it difficult to commit human resources to educational partnerships. But we all realize that money alone will not cure today's education problems. Instead, we seek to foster the values that make a commitment to the lives of our youth. >

We encourage our employees at all levels to volunteer as tutors and mentors, a commitment that money cannot buy.

The Verizon team members understand that success can be elusive and is not immediate. Their commitment to partnership with the Washington, D.C., school system is long-term. During their partnership, they have identified some practical guidelines for successfully engaging other business and community organizations to support education. The list is helpful to businesses that are involved with schools. And for educators who want to expand or refine their partnerships, knowing successful techniques is necessary (see sidebar p. 35).

Increasingly, corporations, unions, professional associations, government agencies, and nonprofit organizations are making commitments to education. In fact, some are incorporating commitments to community service in their mission statements. Kathy Lowder, community development specialist at Integris Health, a not-for-profit health care system in Oklahoma, remarks,

The mission of Integris is to improve the health of the people and of the community it serves. This mission guides our decisions and our actions, guiding every partnership. We call this *returnship*. Simply stated, returnship is giving back to the community in financial, emotional, physical, and spiritual ways a portion of what we have received.

Integris returns to the community more than \$68 million in clinical services, community activities, and patient care. Their Community Development Department's mission is to make the community a better place to live and a large measure of that mission is fulfilled in partnerships with schools. Like Verizon, Integris has made long-term commitments to school partnerships and school support. Integris's partnership with Putnam City (Okla.) High School's Health Academy has become the site of one of former U.S. Secretary of Health and Human Services Donna Shalala's health career pilot programs. This innovative partnership with the school has involved students and teachers in academy programs in a variety of ways, including participating in organ donation and retrieval efforts with the Oklahoma Organ Sharing Network. According to Linda Bowling who leads the health academy at Putnam, "There is simply no way the value of Integris's commitment to education and the students can be assigned a dollar value. The rewards, the challenges, and the opportunities for students and staff offered through real partnership are simply priceless."

Although we can point to extraordinary examples of partnerships from coast-to-coast, such as those with Verizon and Integris, and we can hear the accolades from educators,

such as Musgrove and Bowling, the establishment of exemplary programs still seems elusive for many educators. Some studies report that 90 percent of school business partnerships fail within the first year. Part of that failure is attributable to a lack of understanding of the nature of partnership and part is attributable to failure to understand the very different worlds of school and business.

Traditionally, we think of partnerships as only those involving business, but today's school climate calls for more. Every partnership adds individual depth to the life of the school and brings about successful outcomes for students, whether the partnership occurs between teachers of different disciplines; teachers and businesses or community organizations; students and adult role models; or parents and school staff members. Establishing successful partnerships is similar to establishing any relationship. Partnership takes time, clear communication, flexibility, and constant attention.

There are three key ingredients to partnership building:

1. Identify what you need to accomplish. Set a goal. If it's unclear why you are establishing the partnership, it's going to be impossible to find common ground on which to build.

2. Identify the knowledge, the skills, and the abilities you need to accomplish the task and then set out to build your team. The team need not be limited to the school community. Businesses, nonprofit organizations, postsecondary schools, unions, professional associations, government agencies, parents and parents' groups, and alumni are all resources.

3. Know that you do not have to forge partnerships on your own. Become familiar with those who are responsible for creating and sustaining community partnerships for your school district. There will certainly be a central office staff person designated for that responsibility. However, an intermediary organization, such as the local chamber of commerce, may have assumed responsibility for building bridges between community groups and educators. In addition, such organizations as the National 4-H Council and Junior Achievement exist in part to forge effective partnerships between schools and their communities.

What kinds of things can be accomplished through partnerships?

The mission of business and community partnerships must be clear. School, business, and community cultures are so different that the differences can lead to miscommunication and missed opportunities. Educators must understand the time-sensitivity, value-added, and financial concerns of business and community organizations. These organizations must be aware of the demands of working in frequently underequipped buildings with, perhaps, several

thousand young people and hundreds of adults, all of whom have rigid schedules. Successful partnerships between schools and community organizations require time to get to know one another, their needs, and their resources.

Second, partnership is not about money. Reverend Bill Byron, former president of Catholic University in

computer database of your current resources. Track the number and types of partnership contacts and opportunities you generate in a year.

- Designate one person in your school to work with business partners. Make sure he or she has the requisite skills and the necessary time and the support for phone calls, meetings, and correspondence. A single point of contact will make it easier for everyone to know who is coordinating activities, resources, and needs.

- Identify an "in" when approaching a potential partner—for example, a parent who works in the company, an alumni link, or a name from a newspaper article. If you cannot find such a connection, contact the company's community relations office or personnel office.

- Establish true partnerships by taking the time to learn about your partners' needs and interests and communicate your own. Then develop a common vision and shared responsibility for teaching students effectively.

- Don't "over ask" for items or support.

Match potential partners' interests and your needs.

- Take time to develop a team attitude and build understanding of the two very different cultures in school and work environments.

- Constantly evaluate and assess your partnership.

- Be flexible; make adjustments when necessary.

- Communicate clearly and honestly about challenges, pitfalls, problems, and successes.

- Say thank you often and in a variety of ways.

In a time of increased demands on educators and increased expectations for teacher accountability and student success, it is only through successful, comprehensive partnerships that schools will be able to offer students a full range of learning opportunities. It will be through partnerships that teachers will receive the richest and most sustained training. And it is through partnerships that principals will be able to continue to creatively lead their schools into the 21st century.

Grace Sammon (info@gmspartnersinc.org) is president of GMS Partners, Inc. She is the author of the newly released book and CD ROM Creating and Sustaining Small Learning Communities: A Practitioner's Guide, and a series of manuals on effective work-based experiences.

Marianne Becton (marianne.a.becton@verizon.com) is a manager in External Affairs at Verizon Washington and cochair of the Washington, DC, STC Local Partnership Council. PL

Verizon's Business Basics of Partnerships

- Take a leadership role in governing bodies
- Use your CEO as a cheerleader
- Challenge competitors and other businesses to make similar commitments
- Encourage employees at all levels of the organization to participate as volunteers
- Partner capital resources with human resources
- Find education stakeholders at all levels—principals, administrators, teachers, aides, and most important, students
- Find external stakeholders throughout the community—other businesses, organized labor, community-based, and faith-community organizations, postsecondary institutions, and others

Washington, D.C., has a valuable lesson for those seeking partnerships with businesses: "First you friend raise, then you fund raise." After capturing the hearts and minds of business partners and involving them with students and teachers, everything else is possible.

What can schools ask their partners for?

- In-school lectures; work-based experiences, such as job shadowing and internships; mentors and role models for students
- Work-based experiences and mentors for teachers
- Help setting goals, integrating curriculum, and developing strategic plans
- Assistance in meeting student needs outside of the classroom—for example, grief counseling, personal development, work-appropriate clothing, and housing
- Help securing equipment, resources, and funds (money should be the last thing educators look to their partners for)
- Help with recognizing partners, parents, and colleagues and awarding merit-based scholarships
- Team training—partners can help focus and lead workshops for teachers and student leaders
- Identification of research trends and statistical and anecdotal evaluations
- Paid and nonpaid job experiences for students.

Guidelines for Establishing Partnerships

- Assess the current partnerships for your school and build a

BEST PRACTICES FOR SCHOOL BUSINESS PARTNERSHIPS

In 2005, the Daniels Fund researched best practices for successful school-business partnerships. Researchers reviewed more than 40 web sites; interviewed nearly 40 educators, business leaders and partnership experts; and conducted focus groups of principals, business representatives and district stakeholders in Denver, Colorado, where the Daniels Fund is headquartered. This research led to the identification of seven strategies for success of school-business partnerships. Some examples of best practices for successful partnerships follow.

Focusing on Student Achievement

In Jackson, Mississippi, partners must choose projects that have an impact on student achievement. Partners may select three or more areas of focus, including academic improvement support, student incentives/recognition, career awareness, character development, teacher or adopter appreciation, community service and school improvement plan.

In Denver, the law firm of Hogan & Hartson partnered with nearby Cheltenham Elementary. The school faces high poverty rates, low academic performance and a student population that is largely made up of English language learners. Hogan & Hartson provided literacy tutors and pledged \$10,000 to the school to help fund a well-liked reading program that was on the budget chopping block. The firm even paid to fly in a literacy consultant to train staff.

Recruiting Partners

In Granite, Utah, the program began with the governor sending an invitation to 600 top business leaders. Each leader who attended received a brochure and a packet, and the governor spoke about the reasons for the partnership program. By the end of the meeting, 125 businesses had signed up to form partnerships.

Special Events

In Memphis, Tennessee, district leaders hold an annual CEO Principal for a Day. Top-level business and government leaders are honorary principals and the program gets high-profile media coverage. The district conducts a pre- and post-perception evaluation of school leadership with the CEOs.

Partnership Activities

The Annapolis, Maryland Symphony Orchestra Adopt-a-School program puts professional musicians in string music classes monthly to develop students' skills and encourage participation in the strings program. The program culminates in an annual Side by Side Concert, where the students perform with the professional musicians.

The Sierra Sacramento Valley Medical Society places physician and medical student volunteers in local school to augment preventative health education.

SEVEN STRATEGIES FOR SUCCESS

<http://www.danielsfund.org/sevenstrategies/Strategies>

Strategy One - Ensure student learning and achievement are the focus of every partnership.

Strategy Two - Develop a well-defined and well-managed program that supports school-based partnerships.

Strategy Three - Make strategic matches between schools and businesses that advance a school's improvement goals.

Tips for Selecting Partnerships:

- Choose companies that promote academics.
- Assess the school's needs to determine whether the partnership will fit.
- Determine the corporation's goals.
- Seek input from staff, parents and community leaders.

Source: National Association of Secondary School Principals

Strategy Four - Set clear expectations for schools and businesses.

Strategy Five - Provide training for school staff and business employees.

Strategy Six - Create a meaningful process for communicating about the program and recognizing the contributions of business partners.

Ideas for Recognizing Business Partners:

- School-based: letters from principal, teachers, students, parents; end-of-year celebrations; certificates and/or photos with students distributed at school events; recognition at assemblies, special events, on school web site, in school newsletter.
- Annual district award for a specific partner (in some districts, both a large and a small company receive a "company of the year" award).
- Awards for volunteers who donate more than a specific number of hours.
- Continuous service award to long-term partners (e.g., five years).
- Certificates, bulletin boards, posters and/or banners to display at the school and/or business.
- Annual awards luncheon/breakfast for school and business partnership program coordinators.
- Recognition at school board meetings.
- The Council for Corporate and School Partnerships, which sponsors an annual national award for exemplary partnerships that includes a monetary prize.
- Plaques on equipment (playground, etc.) to identify the contributing business.

Strategy Seven - Regularly monitor and evaluate each partnership and the overall program.

OVERVIEW: THE COUNCIL FOR CORPORATE & SCHOOL PARTNERSHIPS




The Guiding Principles are the first major outreach effort of The Council for Corporate & School Partnerships. Established in 2001, with the support of The Coca-Cola Company, the Council serves as a forum for the exchange of information, expertise and ideas to ensure that partnerships between businesses and schools achieve their full potential for meeting key educational objectives.¹

To better understand the dynamics of successful partnerships, the Council conducted interviews with nearly 300 school board members, superintendents and other school administrators and more than 50 executives representing large, medium and small businesses.

All interviews were conducted by telephone in September 2001. Representatives of the business community were mid to senior level managers with day-to-day responsibility for management of their company's education partnerships. Representatives of the education community included 261 school administrators, 27 school board members and 20 superintendents.


Respondents in the survey were queried on a number of factors to illuminate how successful partnerships are structured, implemented and evaluated. The goal of the opinion research was to create a series of *Guiding Principles for Business and School Partnerships* that would serve as a resource for educators, communities and business leaders nationwide. To ensure the objectivity of the findings, a third party – the National Association of Partners in Education (NAPE) – was contracted to consult and manage the research. NAPE conducted the project in cooperation with Consulting Research and Information Services and Kane, Parsons and Associates, Inc.

Learn more about business and school partnerships at
www.corpschoolpartners.org

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Homepage » How-To Guide

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HOW-TO GUIDE
AWARD PROGRAM
ONLINE APPLICATION
SCHOOL BEVERAGE GUIDELINES
SITEMAP
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HOW-TO GUIDE

To learn how to create, implement, sustain or evaluate a school-business partnership, download The How-To Guide for School-Business Partnerships.

Helpful worksheets are at the end of this Guide and can be printed out separately here.

Stop/Start/Continue Worksheet
Matching Needs and Potential Resources Worksheet
Developing Goals and Objectives Worksheet
Self-Assessment Tool for Partnership Improvement Worksheet

If you have problems downloading these documents, please contact Lisa Bushey at 202.667.0901 or at council.corp.school.partnerships@widmeyer.com.

The How-To Guide is designed for school officials and business leaders who are interested in engaging in school-business partnerships. Partnership programs can encompass a wide variety of activities. They may involve staff development, curriculum development, policy development, instructional development, guidance, mentoring, tutoring, incentives and awards, or they may provide material and financial resources. Though the types of partnership activities can vary, the common goal of virtually all school-business partnerships is to improve the academic, social or physical well-being of students.

This Guide is the result of extensive research and personal interviews with individuals who have experience creating, implementing and evaluating successful partnerships. Whether you are already engaged in partnerships, or are embarking on your first partnership, this Guide can provide valuable insight on effective strategies.

Please note that these guidelines are not intended to serve as an exact prescription, but rather to provide a framework within which to build a partnership that fits your unique needs. Since the vast majority of partnerships are initiated by schools, a number of the guidelines are written with the school perspective in mind.

More information about school and business partnerships can be obtained from the Guiding Principles for School-Business Partnerships report that was released in September 2002 by The Council for Corporate & School Partnerships.

Opinion Research

Educator Findings

70% of all school districts now engage in some form of business partnership – an increase of 35% since 1990 ... Partnerships contribute an estimated \$2.4 billion and 109 million volunteer hours to schools.

During the research study, educators across the country answered questions about several topics, including:

- The process for developing business – school partnerships in their school or district.
- The most common objectives of business – school partnerships.
- The structure of successful partnerships.
- The level of satisfaction with partnerships.

Based on a summary and analysis of responses, a number of overall observations can be made about the current state of school and business partnerships, and the direction many are expected to take in the near future.

Partnerships are growing and expanding.

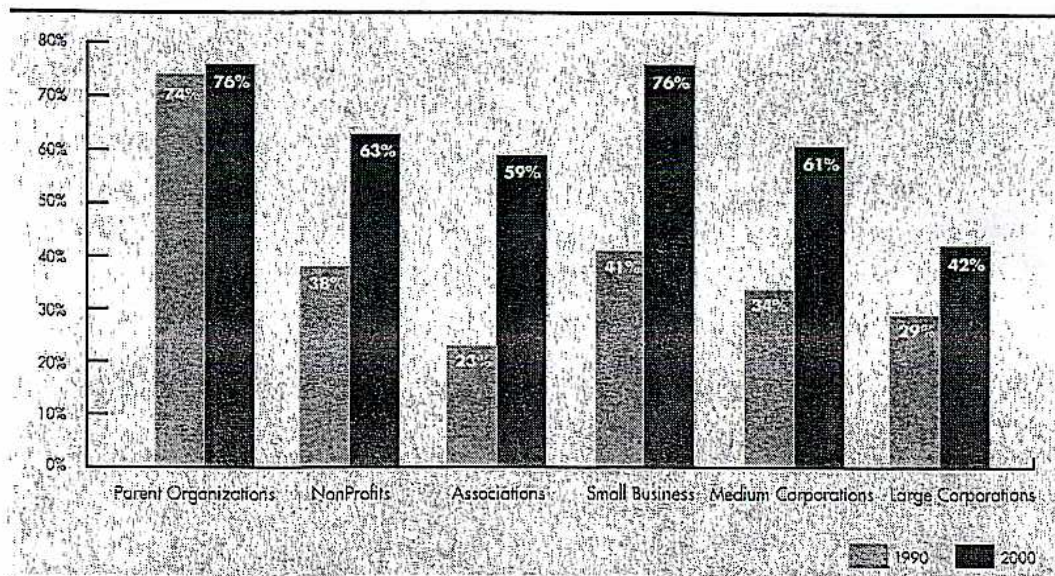
The number and scope of partnerships has increased significantly during the past 12 years. Nearly 70% of all school districts now engage in some form of business partnership – an increase of 35% since 1990. Contributing an estimated \$2.4 billion and 109 million volunteer hours to schools, these partnerships now impact the lives of an estimated 35 million students.*

TOPIC	1990	2000	INCREASE
Districts with Partnerships	51%	69%	35%
Students Served	29.7 Million	35 Million	18%
Volunteers	2.6 Million	3.4 Million	31%
Volunteer Hours	N/A	109 Million (52,000 FTE)	N/A
Value to Schools	\$ 1Billion	\$2.4 Billion	102%

*Source: National Association of Partners in Education, Inc. (2000).

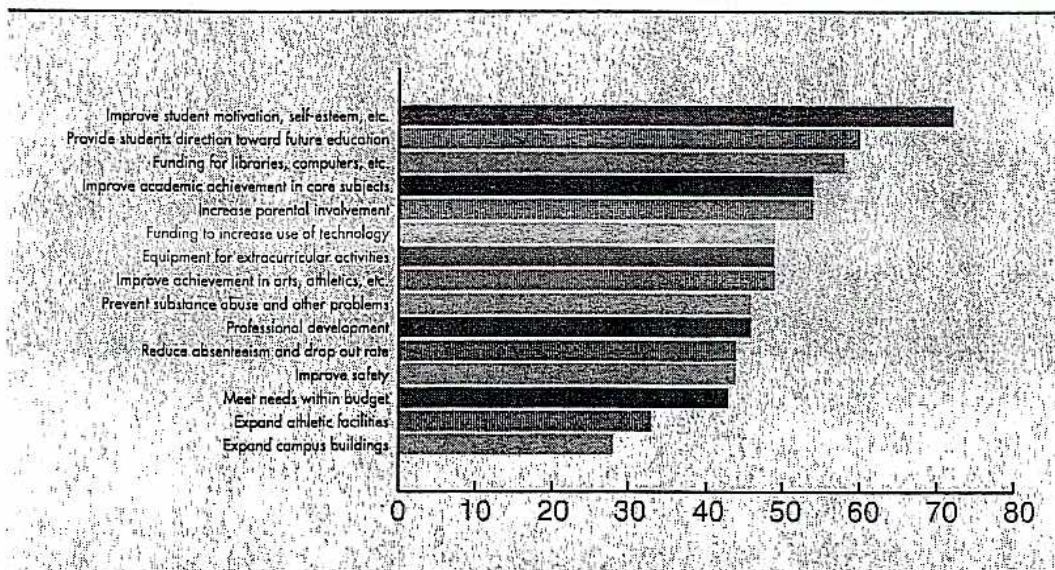
Small businesses represent the largest share of school partners.

76% of schools who partner with businesses collaborate with small businesses, up from 41% in 1990. 61% report partnerships with medium sized businesses, and 42% with large corporations, up from 34% and 29% respectively since 1990.



Educators consider student development to be the most valuable outcome of partnerships.

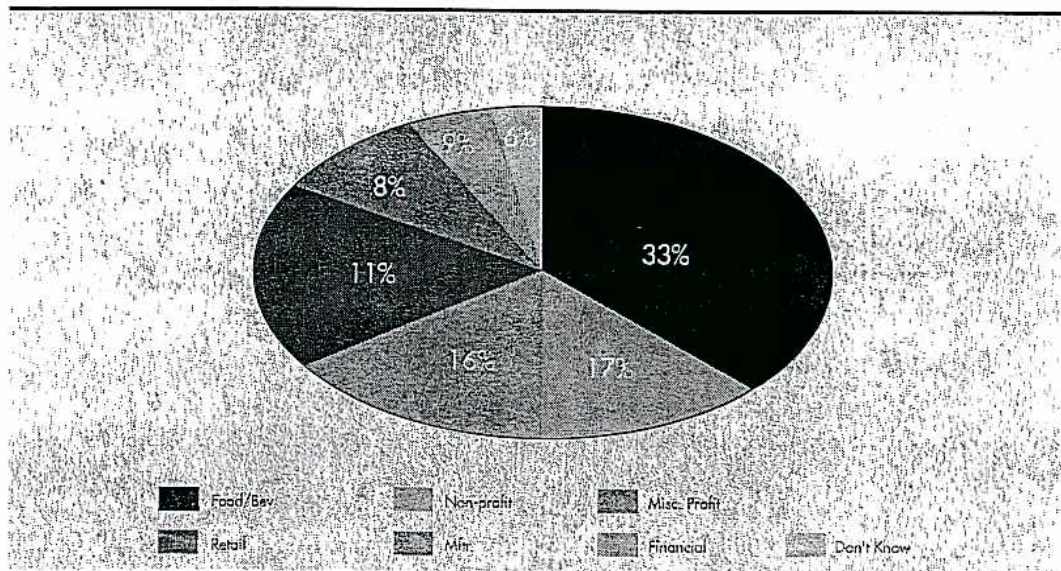
When asked what types of partnerships are most valuable, the majority of educators (72%) identify those designed to improve student motivation and 60% say that providing students direction in future education is either extremely or very important.



87% of the 261 school administrators surveyed reported they were very or extremely satisfied with the ability of their partnerships to meet their key goals.

Food, beverage and restaurant companies are considered the most important partners.

When asked what type of business is most important for helping educators meet their partnership objectives, 33% cited food, beverage and restaurant companies. This was followed by non-profit organizations (17%) and miscellaneous for-profit companies, including high-tech.



School administrators are generally pleased with the performance of their most important business partner.

When asked about their primary goals for partnerships, school administrators cited efforts to advance achievement, to provide a needed product or service, to improve school facilities or equipment or to generate revenue. Overall, 87% of the 261 school administrators reported they were very or extremely satisfied with the ability of the partnership to meet key goals such as these.

Schools consider several characteristics in determining the success of partnerships (in order of priority):

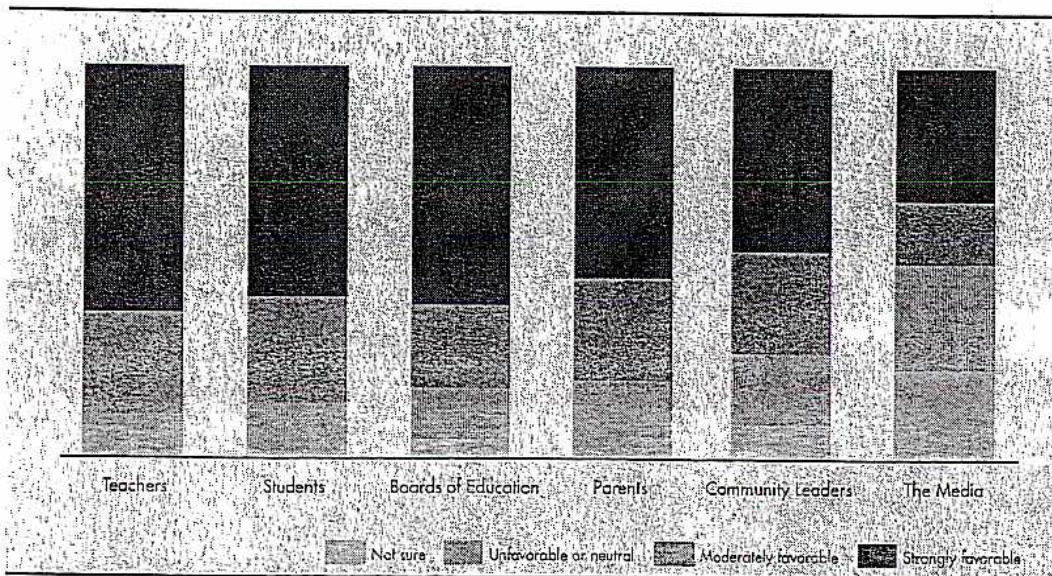
- The ability to resolve problems that arise through the partnership.
- The clear communication of roles and responsibilities.
- The presence of a well-planned program.
- The perceived value to the school or students.
- The amount or kind of follow-through asked of teachers and staff.
- The support materials provided to teachers and staff.
- The quality of services and products offered.

Most schools plan to continue their key partnerships.

Nearly 100% of those surveyed say they intend to continue their partnerships in the coming school year. When asked why, the administrators say they base these decisions on the following:

- The goals of the partnership and school are aligned.
- The partnership is designed to advance the students' educational experience.
- Teachers are favorably oriented toward the partnership.

More than 80% of administrators surveyed believe that teachers, students, parents and community leaders consider partnerships to be "moderately" or "strongly favorable."



Administrators believe that various groups in the school and larger community view partnerships as being favorable.

When asked to describe their sense of how various groups feel about partnerships, more than 80% of administrators believe that teachers, students, parents and community leaders consider partnerships to be moderately or strongly favorable.

Most administrators do not feel, however, that the media share their sense of goodwill toward partnerships. Only 50% believe that the media are moderately or favorably disposed toward them, and 27% believe the media have an unfavorable or neutral attitude.

School administrators want to acknowledge business partners.

When asked whether schools should publicly recognize the efforts of business partners, 76% say that it's very or extremely appropriate to do so.

In the early 1980s, businesses and schools were combining forces to address problems facing school administrators, teachers and students. A national consensus supporting partnerships began to grow throughout the 1990s, supported by community, standards-based and skills-based initiatives. The convergence created opportunities for change and facilitated the entrance of business as a full-education partner.**

Business Leader Findings

Interviews with business leaders sought to articulate the reasons for business involvement in school partnerships, and gathered information on such topics as:

- The process for developing partnerships with schools.
- The types of partnerships companies have with schools.
- The factors that determine success for the partnership.
- The benefits produced by school and business partnerships.

Survey responses revealed the following:

Business interviewees perceive a distinct variety of benefits from partnerships.

Executives interviewed believe that partnerships with schools benefit both the business and education partners in four key areas.



Human Capital Development

- Boosting employee morale through work on altruistic issues.
- Enhancing and supporting employee recruitment and retention.
- Preparing future employees for the challenges of the world of work.



Community Development

- Creating better schools to contribute to the economic health of the community.
- Improving the academic achievement of students.
- Providing a worthwhile outlet for corporate philanthropy.



Student Achievement

- Boosting student test scores.
- Contributing to overall student achievement.
- Enhancing the student experience.



Financial Impact

- Increasing revenue.
- Building customer loyalty.
- Providing a revenue stream to schools.

Businesses measure partnership success by both the results for students and the benefits to the company.

When asked how they gauge the success of partnerships, business executives cite the following:

- Improved student performance.
- Increased publicity for business.
- Larger recruitment pools.
- Reduced turnover.
- Higher profitability.

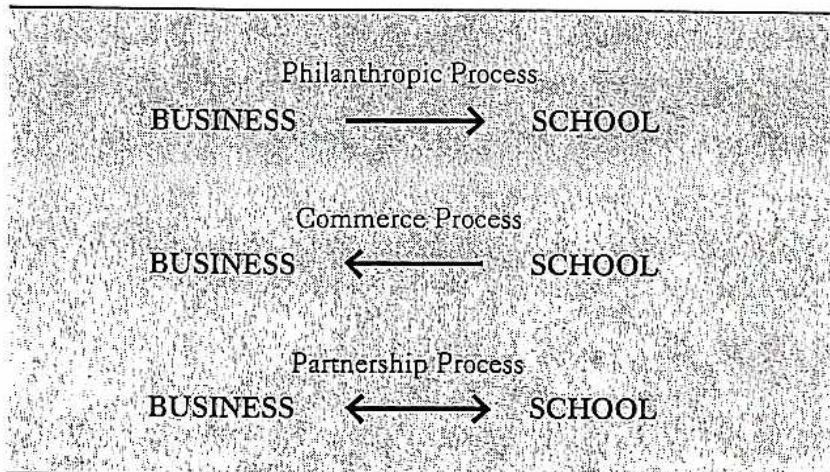
Business executives stress the importance of program planning, process management and communication in partnership development.

Business executives value structure and evaluation.

When asked to identify operating principles they value in an education partnership, business executives stress the importance of program planning, process management and communication. According to interviews with business leaders, individuals who create partnerships should focus on the following:

- Recognize that partnerships are both a process and a product.
- Establish a clear mission.
- Determine mutual needs.
- Secure top management support and commitment.
- Clearly define expectations, roles and responsibilities.
- Identify services and available resources.
- Set realistic goals.
- Emphasize clear communications.
- Create on-going monitoring and evaluation systems.

MUTUAL BENEFITS DEFINE PARTNERSHIPS.



GUIDING PRINCIPLES FOR BUSINESS AND SCHOOL PARTNERSHIPS



The Foundation

Developing the partnership's core values

School-Business partnerships must be built on shared values and philosophies.

Partnerships should:

- Begin with an open and frank discussion about values, goals and needs.
- Respect and reflect the culture and goals of both the education and business partners.
- Support the core mission of the school.
- Bolster the academic, social and physical well being of students.
- Compliment the social values and goals of the school, business partner and the community.

Partnerships should be defined by mutually beneficial goals and objectives.

Partnerships should:

- Clearly define short and long-range goals.
- Focus on collaboration to determine activities that meet the goals of all involved.
- Be aligned with education goals and board policies of individual schools and/or districts.

Implementation

Translating values into action

Partnership activities should be integrated into the school and business cultures.

- Partners should communicate frequently to respect and understand each other's cultures.
- Partnerships should provide students, teachers and business employees with opportunities to interact at school, community and business sites.

Partnerships should be driven by a clear management process and structure.

- Each school and school district should have a point person to manage partnerships to ensure quality and alignment with educational goals for students.
- Partnerships should include written descriptions of roles and responsibilities, accountability measures and guidelines for responsibilities of educators and business employees.
- Partnerships should include training for all key personnel.

Partnerships should define specific, measurable outcomes.

- Partnerships should be guided by a written collaborative agreement on outcomes, benchmarks and measures of progress.

Continuity

Sustaining the partnership over time

Partnerships should have support at the highest level within the business and school and concurrence at all levels.

- Superintendents, principals, school boards, CEO's and managers should articulate and demonstrate support for the partnership internally and externally.
- Partnerships should be explicitly supported by teachers, employees and other constituents.
- Communities should have the opportunity to review and contribute to partnerships.

Partnerships should include detailed internal and external communications plans, which clearly illustrate expectations of all parties.

- Partners should communicate regularly about intended and actual outcomes of all activities.
- Communication about partnerships should allow opportunities for private and public recognition of both parties.

Evaluation

Determining strengths, weaknesses and future directions

Partnerships should be developed with clear definitions of success for all partners.

- Measures for success should be established at the outset of the partnership.
- Partnerships should be evaluated on a regular, agreed-upon basis.
- Evaluation should include collection and analysis of information to determine accomplishments, strengths and weaknesses of the partnership.

**AIM
Management
Group (AIM)**
and
Wharton
Elementary
School
Houston, Texas

CREATING A FOUNDATION: School-business partnerships must be built on shared values and philosophies

Acting on the shared belief that local businesses could, and should, play a role in improving local schools, representatives of the foundation for AIM, an investment management company, and Wharton Elementary School began their partnership by sitting down together to determine the school's most pressing needs. Through this dialogue, AIM and Wharton agreed that what they valued most was improvement in student achievement and parental involvement. Both AIM and Wharton also agreed with the philosophy that the best way to strengthen achievement was to go beyond financial contributions and provide direct tutoring and mentoring support from AIM employees and to establish a family literacy program to assist parents in learning to speak, read, and write in English so that they could take a more active role in their children's education.

AIM has developed a partnership that involves the entire company and a collaborative partnership with 25 nonprofit organizations in efforts to encourage student achievement and parental involvement. Over 250 AIM employees (about 10% of AIM's work force) volunteer in the effort to support the school. Employees are given up to six hours per month of company time to volunteer. The successes of AIM's educational mission are shared at quarterly employee meetings, and highlighted frequently on the company Intranet.

Partnership activities include:

- Professional development through Rice University.
- English as a Second Language and GED instruction for parents.
- Computer/technology assistance for students and staff.
- Math and reading tutors for students; classroom speakers; computer pen pals; and Junior Achievement curriculum taught in grades K-6.
- Programs through various cultural organizations, which are linked with specific grades to promote integrated curriculum enrichment.
- Funding support from AIM Management and AIM Foundation.

Successes and Benefits

- Through structure and scope, the partnership brings a diverse array of resources to Wharton – school uniforms and supplies, library books, computers, field trips, and immunizations.
- Favorable visibility has been generated for both AIM and Wharton, including a 2001 award from the *Houston Business Journal*; an award from the Texas Partners in Education, and several awards and recognition from the Houston Independent School District (HISD).
- Exemplary ranking for Wharton Elementary by Houston ISD and the State of Texas, thus attaining desired improvement in student achievement.

Advice from Partners:

- "Business representatives should be familiar with education issues. This brings additional insight about the resources and activities that can support the partnership."
- "Educators appreciate the opportunity to engage and learn more about the business perspective."

CREATING A FOUNDATION: Partnerships should be defined by mutually beneficial goals and objectives

Going far beyond simple philanthropy, Verizon created a partnership with the Union City, New Jersey school district that has enabled both the company and the district to achieve remarkable goals. Through the partnership, Verizon has been able to test equipment and expand its ability to respond to the needs of schools, and Union City has strengthened its technology infrastructure and created significant technology training opportunities for its students. The partnership has been a resounding win-win for both partners.

The roots of the partnership began in 1989, when Union City was an urban school district cited by the State Department of Education for extreme failure – on 42 out of 50 indicators. Recognizing the opportunity to use technology to engage students and address key academic issues, in 1992 Verizon created a partnership that donated computers to 7th graders, teachers and administrators at Christopher Columbus School and also gave students computers to use at home. This partnership followed the students through their graduation from Emerson High School, keeping the computers and the network up to date and continuing with the teacher training. Through its network, Verizon provided both school and home access.

Recognizing the need for careful monitoring and evaluation of the project, Verizon brought in an additional partner – the Center for Children and Technology at the Education Development Center, Inc. (EDC). From the beginning, EDC worked to document the project, examine student-learning outcomes and ensure smooth, informative reporting to the school district and Verizon.

Building on this foundation, Verizon, Union City and EDC also developed an infrastructure to ensure that both the school and business communities would thrive on shared success. Students received engaging training in an exciting field. Verizon, as a corporate partner, strengthened its value to the school community by addressing a compelling educational need.

- Test scores for Union City's urban students compare well to those of suburban students.
- The district has seen a decrease in the student-mobility rate.
- The program has improved collaboration between educators and parents, preparing more students for honors programs and for successful New Jersey Early Warning Test completion.

Verizon
and schools in
Union City,
New Jersey

**Successes
and Benefits**

Advice from Partners:

"One of the reasons the district has been able to make such phenomenal advances with the technology and use it so effectively is that they had, and continue to have, broad consensus around an educational vision." – Dr. Margaret Honey, Deputy Director of the Center for Children and Technology, the Education Development Center.

Coca-Cola
and
South Plantation
High School
Plantation,
Florida

IMPLEMENTATION: Partnership activities should be integrated into the school and business cultures

Going beyond the adage that local businesses have a responsibility to “give back” to community schools, one Coca-Cola bottler in Florida has become an integral partner in the educational success of its schools. As evidenced by the activities at South Plantation High School, both the school and the business cultures are enhanced by the collaborative activities that have become a key part of every school and business day.

“This relationship goes far beyond writing checks,” says South Plantation Principal Joel Herbst, a member of the Council for Corporate & School Partnerships. “Support from this company is embedded in the success of everything we do here.” This support comes to life through three key initiatives – one that’s maximizing South Plantation’s success as an environmental magnet school, one that continuously recognizes and rewards student achievement, and one, in partnership with Plantation hospital, which provides students with an active role in helping future generations enter school ready to learn.

As a result of their school-business partnership, South Plantation students in chemistry classes are treated to in-the-field lessons by chemists at the local Coca-Cola bottling plant. Herbst and fellow administrators are writing business plans to support expansion of academic programs with insight about effective business practices from Coke. South Plantation is working in partnership with Coca-Cola, Costco, and local volunteers to deliver reading advocacy materials to mothers of newborns at a hospital that sees more than 4,000 births every year. And South Plantation administrators regularly share information with Coca-Cola representatives about how to best transfer business practices into the public sector to improve outcomes for the students and the school.

Successes and Benefits

- The partnership enhances the school’s culture by evolving to meet changing needs.
- Because both partners are committed to lifelong learning, the partnership has led to opportunities both in and out of the classroom, particularly in reading and school readiness.

Advice from Partners:

- “Business and education partners should recognize what it takes to improve the readiness of children before they enter school, and work throughout the community to make it happen,” says Herbst. “It’s only with a commitment to your community that you can really change your school.”
- “Educators should look beyond the philanthropic capabilities of businesses and work to create ‘a real relationship’ that brings the resources of both parties together to enhance the student learning experience.”

IMPLEMENTATION: Partnership activities should be integrated into the school and business cultures

ExxonMobil
and schools in
Houston, Texas

Recognizing that the Junior Achievement program reflects many of its own core values, ExxonMobil has been remarkably successful in integrating support for the program into the daily lives of hundreds of employees. Conversely, local school partners recognize that volunteer mentors from ExxonMobil are a real asset to their students' lives. In one local area (Houston, Texas) 150 volunteers taught in over 200 Junior Achievement classes from elementary school to middle and high school in the 2001-2002 school year. For more than 25 years, ExxonMobil has supported Junior Achievement at the local, national and international levels.

Building on the belief that the culture of both the school and the company is enhanced through mentoring programs, the company has also created the Science Ambassador Program which provides:

- More than 350 employee volunteers for school activities, including science fair judges, science experiment mentors and career day presentations.
- Classroom materials to enhance understanding of chemicals.
- Teacher-training workshops based on school district needs.
- Grants for schools based on volunteer involvement.
- Job shadowing and field trips.

Like all of its education partnerships, participation is employee-driven as opposed to being top-down. Believing that support for education is the responsibility of the company and individual employees alike, ExxonMobil's partnership efforts are led by an Education Advisory Board and supported by District Ambassadors who work at the school district level.

- The ambassador program has proven to be an effective umbrella effort to get employees involved in schools.
- Company representatives consider the efforts to be valuable for improving the education of future workers.
- Both Junior Achievement and the Ambassador program help employees develop their own skills as well as those of future workers.

**Successes
and Benefits**

Advice from Partners:

- **"Develop a mission statement and strategy. Start this through collaboration between the school and business."**
- **"Develop and sustain a two-way dialogue about the partnership and its progress, addressing problems at multiple levels."**
- **"Tailor programs to meet the needs of the school, the community and the business."**
- **"Maintain realistic expectations."**
- **"Keep an open mind. Teaching is a hard job."**

BE&K
and schools in
Birmingham,
Alabama

IMPLEMENTATION: Partnerships should be driven by a clear management process and structure

In an effort to ensure that its educational programs are smoothly implemented and sustained, construction and engineering firm BE&K structures its partnerships with special local committees which assess the needs of local schools and tailor efforts specifically for them. BE&K's "Adopt-A-School" management committees include nearly a dozen volunteer employees. Each committee meets regularly throughout the year. Building on BE&K's comprehensive program to enhance the life of every child every year, the company's support has been directed toward several efforts, including:

- Funds for after-school tutoring.
- Funds to hire retired teachers to assist permanent teachers.
- Funding for extracurricular activities.
- Computers and teacher training.
- Awards programs for outstanding students.
- Special projects involving many volunteer employees and spouses.

Successes and Benefits

- The company and schools both cite improved community goodwill.
- Improved grades have led to greater satisfaction and commitment from students.

Advice from Partners:

- "Choose one project at a time and do a great job so people feel committed and successful."
- "Avoid volunteer burnout, and work with schools to determine the best way to utilize volunteers."
- "Remember that listening is the key to success – listen carefully to principals and other educators to ensure the meeting of mutual goals."

**Northrop
Grumman**
and schools in
Southern
California

IMPLEMENTATION: Partnerships should define specific, measurable outcomes

Through a partnership with seven Southern California school districts, Northrop Grumman has created an internship program that encourages students to recognize the long-term opportunities of the technical and manufacturing economy – and builds on specific, measurable outcomes to mark their progress along the way.

At the beginning, Northrop representatives and the students both sign a contract clarifying both partners' obligations for the partnership. Interns are interviewed before hiring, and are expected to report on time, wear badges, and meet measurable objectives for all projects to which they are assigned.

In addition to outcomes designed to mark student performance throughout their internships, the success of the program can also be measured by the number of students who earn additional high school credits and a scholarship – both of which are awarded

to students who complete the program. The partners can measure additional outcomes that include the number of long-term relationships established between students and employees who maintain the connections as the students continue onto higher education and prepare for technology careers.

Successes and Benefits

In addition to earning managerial experience, students enhance their career development opportunities. Company employees also note that interns often offer valuable ideas that directly benefit Northrop's growth. Another mutual benefit is the synergistic relationships that develop as employees stay in touch with the younger generation, creating communications channels that enhance career development opportunities.

Advice from Partners:

"Stay committed and focused across the ups and downs, and you will succeed."

CONTINUITY: Partnership should have support at the highest level within the business and school, and concurrence at all levels

EDS
and
schools
nationwide

At Electronic Data Systems (EDS), support from the company's top leadership has driven school partnerships on the national and local level for many years. As noted by Charlene Edwards, who has worked with EDS to develop templates for programs that can be adapted at the local level, "when employees know they have the backing of leadership, it's much easier for them to participate."

As a result of this support at the corporate level, local representatives of EDS have created close to 100 education partnerships, including nearly 90 in the U.S. and the remainder in 10 other countries. Each of these partnerships involves many employees who are encouraged by local leadership to participate.

EDS' Global Education Outreach program manager oversees the program globally, but the local initiatives are run by EDS employees in cooperation with local educators. Full time community affairs employees, and in some cases, volunteer employees, manage the partnerships and programs.

Successes and Benefits

- By supporting the program at the highest level, but empowering employees to carry out partnerships at the local level, EDS has given employees a useful model from which to work.
- The opportunity for employees to localize the program ensures that activities directly meet the needs of local schools.

Advice from Partners:

- **"Make sure that leadership is aware of what's going on, so they can encourage employees to participate. Too often, employees are reticent to volunteer because they think that the leadership would not want them to spend the time to do so. The right message has to be passed down."**

Target Stores
and schools
nationwide

CONTINUITY: Partnerships should have support at the highest level within the business and school, and concurrence at all levels

Recognized as the "brainchild" of one of Target's vice presidents, the company's education partnerships have been driven by support from Target's executive offices. Equally important, the partnerships have been shaped directly by insight from local school leaders and national education organizations that have advised the company on the types of support most needed.

Target's "Take Charge of Education" program has awarded more than \$69 million to schools since 1997. And although much of the value to the company and educators comes through relationships and student support on the local level, the development of the program has been achieved through company support at the highest level. Working in collaboration with educators, Target developed the initiative with a three-pronged approach that directs support to schools, teachers and students.

**Successes
and Benefits**

- There are currently more than 115,000 schools around the nation enrolled in Target's "Take Charge of Education" program.
- The partnership provides a strong foundation for meeting the needs of schools and students in every community in which Target has a presence.

Advice from Partners:

- "Build the guidelines for your partnerships in collaboration with schools, and respect what schools think is important."
- "Set a good example for corporate giving. Remember that it's the right thing to do."

ChevronTexaco
and schools in
San Francisco
Bay Area,
California

EVALUATION: Partnerships should be developed with clear definitions of success for all partners

While ChevronTexaco has school partnerships of many shapes and sizes, the Company is especially proud of its success with partnerships with four school districts in the San Francisco Bay Area. Through the East Bay Education Partnership Program, ChevronTexaco employees spend time with educators to assess the most critical needs and then shape efforts to meet those needs. Building on its experience, ChevronTexaco and its partner schools have developed clear definitions of success, including:

- Filling gaps between school resources and core areas of need, such as math, science and literacy.
- Meeting schools' technology needs to support other core subjects.

-
-
- Expanding resources available to schools by creating business-community collaborations.
 - Improving connections to school and community leaders.
 - Improving opportunities to recruit potential employees.
 - Enhancing personal development opportunities for employees.

Working within these parameters, ChevronTexaco offers support in a number of areas tailored to schools' needs which include volunteer tutors with expertise in targeted areas such as math, reading and science, and programs to build bridges between school and careers.

Underscoring its need to ensure careful evaluation of its programs, ChevronTexaco began its San Francisco area partnerships in the 1980s when the company offered a five-day training workshop in Continuous Quality Improvement (CQI) to school superintendents and later packaged in a train-the-trainer model. ChevronTexaco supports employee volunteer activities by allowing each employee as many as four hours a month for these endeavors.

Successes and Benefits

- The benefits of volunteerism are shared by students and employees alike, as workers improve public speaking and project management skills.
- The partnership has enabled ChevronTexaco to forge stronger connections to other "key players" in the community.
- Students and the company have also benefited through recruiting efforts that grow from the partnership.

Advice from Partners:

- "Establish a common language and common ground early on, thus helping to avoid communications challenges later in program development."
- "Establish a clear definition of the vision and goals of the partnership. Create measurable objectives that focus on the high priority needs of the schools and make sure they can be sustained."

Local Partnerships for Local Schools

Tips from Small Businesses, Franchises and Local Schools

While many of the companies surveyed have developed education partnerships that represent large financial and programmatic contributions, small businesses and local offices of national businesses also make immeasurable contributions to local schools and school districts. Most of those surveyed have close relationships with local schools, and are therefore well-positioned to respond to the needs of those schools and students. The following words of advice are offered by representatives of these small and locally-focused businesses, and by additional representatives of national businesses as well.

"Businesses should keep the focus on the students, and although partnerships take time and resources away from work, business leaders need to stay involved with schools."

Bank One, Dallas, Texas

"Define minimum guidelines for participation and support that a business can live up to, and define clearly how businesses can help."

First Union, Columbus, Georgia

"The primary partnership ingredient is the people and personalities involved, and key is communications. You need business and school people who want to work together."

Household Bank, Las Vegas, Nevada

"Keep massaging the program, and stay in touch with teachers. Reach consensus on what both sides bring to the table, and be willing to consider an outside moderator."

Inland Paperboard & Packaging, Inc., Indianapolis, Indiana

"Partnerships come in many forms. They are give-and-take relationships. Just get involved."

LADD Construction, Gastonia, North Carolina

"Design the partnership as an integral part of the organization. Plan for long term involvement, and ensure the program contributes to and enhances the goals of the company, as well as the school and community."

Washington Mutual, Covina, California

"Deliver what you can do best."

Booz-Allen and Hamilton, McLean, Virginia

"Just get involved – contact the principal, contact the PTA, and ask 'what do you need?'"

Duxler Tire, Evanston, Illinois

Recommendations from the National Association of Secondary School Principals (NASSP)

In a Winter 2002 edition of A Legal Memorandum, the National Association of Secondary School Principals (NASSP) examined partnerships in the context of concerns about "commercialism" in schools. After reviewing a number of issues, the memorandum offered a series of recommendations that are useful for educators looking for appropriate business partners. Some of these recommendations include:

- **Choose companies that promote academics and learning.** Corporate-sponsored activities that promote a field of study or a skill that is supportive of student achievement are likely to be well received and less controversial.
- **Assess the school's needs.** Conduct a cost/benefit analysis to determine whether to accept corporate support. By gathering more information, it is easier to decide whether relative needs of the school will be met.
- **Determine the corporate motives.** Remember that a corporation's decision to develop programs and partnerships with schools is always based on business and, although it may seem cynical, giving back to a community is always good business. Educators should therefore consider the "spectrum of giving" when deciding whether to embrace a partnership. On one end of this spectrum are companies that ask for "marginal" commercial benefits compared to the returns that schools are offered. On the opposite end are companies that expect to engage in more direct marketing to students. Educators should ask "tough questions" to determine the ratio of benefits to the company verses the school and students.
- **Don't make decisions in a vacuum.** Seek input from school and community stakeholders, such as parents, teachers, administrators and student leaders.
- **Consider the political climate.** Be aware of what's worked and failed in the past. "Understanding history and current opinion will assist you in developing a strategy for handling the consequences of the decision."
- **Do the research and know the facts.** Seek insight from consumer groups that have focused on business education partnerships, including Consumer's Union, the Society of Consumer Affairs Professionals and the International Organization of Consumers Unions.

Measures of Success for Business-School Partnerships

In conducting the research that created these case studies and supported the development of the Guiding Principles, the National Association of Partners in Education (NAPE), with support from Consulting Research and Information Services, found a number of "measures of success" articulated by interviewees of businesses engaged in partnerships. The following chart summarizes some frequently noted measures, the primary beneficiaries, the types of programs and the companies that include these measures in their evaluations of the partnerships.

Measures of Success	Beneficiary	Type of Programs	Companies
Student achievement, e.g., increased attendance, grades and test scores, graduation rates, numbers of students continuing their education, participation in academic and service activities.	Schools, Students	Mentoring and tutoring programs, in classroom and afterschool volunteer programs, science fairs, entrepreneurial programs, SAT/ACT training, scholarship incentive programs	LADD Construction, AIM, ChevronTexaco, Inland Paperboard BE&K, Household Bank, Trustmark National Bank El Paso Energy, ALLTEL, EDS, ExxonMobil, AFLAC, Iomega, Shimadzu Scientific, Savannah River Corporation
Increased funds for schools	Schools	Cash returns, fundraising, materials donations	Target Stores, AIM, Washington Mutual, ALLTEL, Duxler Tire
Increased school to career opportunities	Schools, Students	Internship programs, school to career partnerships, field trips to workplaces, job shadowing, incentive job guarantees	Northrop Grumman, Washington Mutual, ALLTEL, Kroger, Interweave, Presbyterian Homes
Topical and community education	Schools, Community	H2O University, School Savings Program, Entrepreneurship	Southern Nevada Water Authority, Florida Power and Light, Washington Mutual, ExxonMobil, AIM
Student scholarships	Students		AFLAC, El Paso Energy, ALLTEL, EDS Education Outreach, ExxonMobil, Iomega, Shimadzu Scientific
Parent involvement	Schools, Students, Community	Field trips, free passes to cultural events and sites	AIM, W.C. Bradley, Shimadzu, Pizza Hut
Increased teacher preparation	Schools, Students	Professional development	ExxonMobil, Florida Power and Light, Southern Nevada Water Authority, Wisconsin Public Utilities, Connexus, AIM, American Pest Control, BE&K, Booz-Allen

Measures of Success	Beneficiary	Type of Programs	Companies
Increased collaboration	Businesses, Schools and Community	Community collaboration	Wisconsin Public Service, AIM, ChevronTexaco, Shimadzu, INVEST, Utah Bankers, Southern Nevada Water Authority, ExxonMobil, Florida Power and Light, Savannah River
Increased publicity, customer loyalty, and profitability	Businesses	Incentive Programs, Training programs, Product discounts	Purple Mountain, AutoZone, MotoPhoto, Target, Shimadzu, AFLAC, American Pest Control, QDK Mortgage, Connexus Software, Pizza Hut, Kroger, Green Bay, Generation Copy, Household Bank, Coventry Eye Care
Improved recruitment	Businesses	Classroom and after school volunteer	ChevronTexaco, El Paso Energy, Presbyterian Homes, Reliant Energy
Better-prepared workforce	Businesses, Communities		ChevronTexaco, Kroger, AIM, Shimadzu, LADD
Employee commitment, satisfaction, and retention	Businesses	All programs	Booz-Allen, Inland Paperboard and Packaging, First Union, ChevronTexaco, Trustman, Bulls Eye Credit Union, ALLTEL
Improved product development	Businesses	Teacher feedback	Iomega, Purple Mountain

COMPREHENSIVE CHECKLIST FOR PARTNERING

PRELIMINARY PLANNING

- _____ Determine how a partnership could enhance the student experience.
 - _____ Identify unmet/underfunded needs of students and schools.
- _____ Identify potential partners.
 - _____ Research local businesses or schools; look for a good fit.
 - _____ Reach out to parents for ideas and connections.
 - _____ Empower employees to look for partnership opportunities.
- _____ Understand your core values and those of your potential partner.
- _____ Draft a partnership proposal.
 - _____ Submit your proposal to potential partner.
 - _____ Coordinate a follow-up meeting or call.

LAYING THE FOUNDATION

- _____ Have a frank discussion about values, goals and needs.
 - _____ Develop an understanding of each partner's desired level of involvement.
- _____ Assess the impact of the partnership on students.
 - _____ Ensure that students and members of the community are engaged.
- _____ Define quantifiable goals.
 - _____ Determine duration of partnership.
- _____ Collaborate with partner to identify partnership activities.
- _____ Align activities with education goals of school/district.

IMPLEMENTATION

- _____ Ensure activities are integrated into the school and business culture.
- _____ Ensure that activities provide an opportunity for students, teachers, and business employees to interact with each other and the community.
- _____ Establish a formal, written management structure with designated contact people for each partner.
 - _____ As personnel changes occur, make sure to establish relationship with new employees.
- _____ Provide training for all involved parties where necessary.

SUSTAINING THE PARTNERSHIP

- Secure explicit support and concurrence for the partnership at all levels of the school and business.
 - Ensure top management is on board.
 - Ensure staff are informed and involved.
- Provide the community with an opportunity to review and contribute.
- Construct communications plans.
 - Communicate regularly about intended and actual outcomes.
- Ensure both partners are publicly and privately recognized.

EVALUATION

- Conduct regular evaluations and monitoring.
- If partnership is ending, have a debrief discussion to determine partnership satisfaction and effectiveness.

Business/Education Partnerships Self-Assessment Tool for Partnership Improvement

Indicators	Fully In Place	Partially In Place	Under Development	Not In Place
1. There is a mission statement developed for the school/business partnership.	3	2	1	0
2. The mission statement is a clear, concise statement of the purpose of the educational partnership.	3	2	1	0
3. Relevant stakeholders were involved in development of the mission statement.	3	2	1	0
4. The mission statement considers the school's, the district's and the partner's values and goals.	3	2	1	0
5. The mission statement appears in all promotional material related to the partnership.	3	2	1	0
6. The mission statement is used in public relations and marketing tools for targeted audiences (brochures, annual reports, newsletters, etc.)	3	2	1	0
7. A partnership team assessed needs and implemented an awareness plan.	3	2	1	0
8. The responsibility for implementing awareness activities is assigned to specific person(s).	3	2	1	0
9. Strategies are developed to ensure ongoing awareness of school/business partnership.	3	2	1	0
10. A needs assessment is completed on a regular basis to develop goals and objectives that are consistent with the mission statement.	3	2	1	0
11. A variety of methods are used to collect and assess information to determine the needs of the school, faculty, students, parents, community and partners.	3	2	1	0
12. A wide variety of methods are used to identify and secure human, material and financial resources.	3	2	1	0
13. Equity for all students is considered when matching resources with identified needs.	3	2	1	0
14. The partnership goals reflect the educational goals of the school district and the needs of the school and partner.	3	2	1	0
15. The partnership objectives are specific and measurable to provide a basis for monitoring and evaluation.	3	2	1	0
16. There is a process for periodic review and adjustment of the partnership goals and objectives.	3	2	1	0
17. The goals and objectives of the partnership are communicated to the school faculty, partners, students and community.	3	2	1	0
18. The partnership appears on the school and/or school district's organizational chart.	3	2	1	0

Indicators	Fully In Place	Partially In Place	Under Development	Not In Place
19. The partnership plan includes procedures for volunteer involvement (public safety, health regulations, identification badges, parking, guidelines for attendance, etc.).	3	2	1	0
20. Procedures for volunteers are clearly communicated to the school staff and partners.	3	2	1	0
21. The partnership administrative procedures are reviewed regularly and revised to improve effectiveness and relevancy.	3	2	1	0
22. A role description has been developed for each position involved in the partnership or program activity.	3	2	1	0
23. Participants in the partnership and/or program activity provide input for developing role descriptions.	3	2	1	0
24. A partnership budget is in place that identifies relevant line item expenditures.	3	2	1	0
25. The partnership's budget is monitored on a regular basis and accountability for all expenditures is documented.	3	2	1	0
26. Formal/informal orientation is available for every volunteer, principal, teacher and student involved in partnership activities.	3	2	1	0
27. Public recognition is planned for all participants in the school/business partnership.	3	2	1	0
28. Evaluation of the partnership and specific activities of the partnership is planned and conducted in the context of the partnership's mission.	3	2	1	0
29. There is a partnership evaluation coordinator in place with an established timeline and budget.	3	2	1	0
30. Data is collected to determine the partnership effectiveness the following areas:				
A. Awareness of partnership	3	2	1	0
B. Needs Assessment	3	2	1	0
C. Resource Development	3	2	1	0
D. Communication (orientation)	3	2	1	0
E. Recognition	3	2	1	0
31. Evaluation data is analyzed and recommended changes are made to improve the effectiveness of the partnership.	3	2	1	0
32. Evaluation results are shared with the partnership participants and other appropriate audiences.	3	2	1	0

COLUMN TOTALS: For Each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter to the right.

SELF-ASSESSMENT SCORE: Total points/108 x 100

%

Using Advocacy as an Aspect of Sustainability

Educating elected officials about the needs of children is one of the most under-utilized sustainability strategies in our field. When programs receive federal funding and sign the non-lobbying clause (assurance), they frequently feel this disallows any further contact with an elected official. This is not true.

Keeping your elected officials – local, state, and federal – informed about your program builds a relationship that can provide you with increased awareness of new policy directions and any funding opportunities that result.

The good news is that networking with important political officials is actually best left to your Board members. If coordinators can work with and groom their board of directors, and get them to share in the responsibility of effective advocacy, they will enjoy increased benefits. Board members are ideal representatives in the eyes of the elected official (and his or her staff) and the board member is seen as less self-serving than the paid employee. One of the best ways to train board members for this task is to initially go with them to the elected official's office and make introductions.

Avoid discussions regarding specific legislation. Rather, use the time to educate the elected official regarding your agency, your mission, and what impact it has on his or her constituents. Having an agenda in place for discussions – even a very informal one – can help everyone stay “on task” for the meeting. Elected officials and their staff members have tight schedules, just as we do, and they appreciate thorough preparation for the meeting.

In addition to the one-on-one visit with an elected official, keep in mind the importance of asking them to participate on our Board, task forces, and committees. Try to get them involved directly. In reality, recognize and accept that is difficult for some public service representatives (elected officials and/or their designees) to attend meetings regularly. However, diligently keep them informed through copies of the minutes and newsletters.

Staff should take advantage of any training opportunities they can identify regarding advocacy and nonprofits. It is a difficult issue to understand, and differing vocabularies can further cloud understanding

A Proposal-writing Outline

The following outline is to assist you in writing a grant proposal and implementation plan. This was created in association with the Taos, New Mexico community and the Kellogg MIRA project (Managing Information for Rural America, www.wkkf.org)

Grantwriting tips and funding sources available to help you: <http://lone-eagles.com/granthelp.htm>

• Abstract:

In 500 words, or less, give the essence of your proposal so the reviewer understands your implementation plan. As a rule, if the grant reviewer can get their minds around what you hope to accomplish, and how, from reading just your abstract, and it's a workable plan, you've got a good chance of being funded. If the reviewer is still confused after reading your abstract about what you plan to accomplish and how, you're at risk of not getting funded. The abstract is the most important part of your entire grant!

Assume the grant reviewer has seen so many poor grants that people threw together without thinking them through, that the reviewer already assumes you may not have not invested the effort to think through your implementation plan. The reviewer wants to give you money, that's what they do. They love well-written grants that are easy to fund because they are easy to understand and the reviewers look good when they fund good projects! Really good projects are hard to find among the many inadequately planned projects.

Who is proposing the project and asking for funding?

What's the goal of your project?

When will what happen?

Who will benefit, how many, and how? (Your Best Guess)

What partners does your project include? What did they contribute?

How will you measure what you've achieved once your project has ended?

Example Abstract:

To raise the multimedia authoring skills of Taos youth, and to provide a quality alternative for how they spend their time after school, the Chamisa Mesa School will host three 3 hour workshops to teach youth how to create Ecommerce websites from June-August, 2000 while maintaining an open lab 2 hours/day MTWTH and all day Friday from June 10th 2000 – June 10th 2001.

Over 300 youth are expected to benefit directly, daily logs will be kept on who participates and the number of hours they spend in the lab.

Youth will create one CDROM project, 12 local Ecommerce sites to showcase their multimedia authoring skills, and create a directory of Taos Ecommerce Web Pages for the Chamber web site. Partners contributing are the Chamber of Commerce (providing project promotion assistance to attract as many youth as possible), and La Plaza (providing Wireless Internet Access). \$15,000 will be spent on high speed access and contract services to provide lab training and supervision during the one year period of the grant.

• Background/ The Need:

Give details on the problem your project is attempting to address. Use numbers, statistics, and demographic figures to show you've researched the need. Include your knowledge of any similar programs, or past programs, to convince the reader you're not duplicating existing programs or trying something that already failed. Briefly describe the solution you're providing. Include who will receive the money, typically (99% of the time) this has to be a non-profit organization with 501c3 status. Grants are not usually made to individuals and organizations without tax exempt 501c3 status!

Exactly what IS your implementation plan and timeline?

What exactly will you do for how many and exactly how? The grant reviewer needs to know whether anyone will actually benefit. Even if you can't guess at the exact numbers, if your grant sounds like few will benefit, you won't get funding, but if your grant sounds like lots of people would benefit, you're likely to get funding. Your "plan" is to make sure lots of people will benefit and should reflect the fact that you've carefully thought through your implementation plan.

Grant reviewers know the most common mistake is not to have thoroughly thought through the implementation phases.

• Implementation Plan with Timeline:

Visual Timelines Example:

DreamTree Project Timeline:

2000

2001

June July Aug Sept Oct Nov Dec Jan Feb Mar Apr May June

Classes x-----x x-----x x-----x

Wilderness Exp. x—x x—x x—x

Housing x-----x

Evaluations x-----x

Media Promotion x-----x x-----x

Your Project Timeline:

2000

2001

June July Aug Sept Oct Nov Dec Jan Feb Mar Apr May June

Linear Timeline with Phases:

Phase One: June, 10th, 2000-April 10, 2001:

Housing will be secured for a minimum of 12 youth

Phase Two: June 1st, 2000 – Aug. 30, 2000

Eight youth will participate in 3 separate classes

Phase Three: June, 10, 2000 - Aug, 30, 2000

Three Wilderness trips will be conducted

Phase Four: June 10, 2000 – June 10th 2001

Evaluations will be collected and presented in a grant proposal to extend the proven benefits of this pilot project

• Partners:

Who have you taken the time to include in your project? Are you including people and organizations in your goals or are you going it alone? Grant reviewers prefer projects who bring lots of partners to the table, for sustainability reasons, particularly. Projects without partners generally fail, so reviewers will be reluctant to fund projects whose leaders have shown they have not make the effort to create important partnerships. Who are your contributing partners and what do they bring to your project to make it better? Partners can donate money, or "in-kind" services such as staff time, web space, office space, advertising and marketing assistance, expert advice, etc.

Your Partners In-Kind Contribution Monetary Contribution

• Media Exposure:

Grant-givers love to be acknowledged for being the good guys who help make good things happen. How will you use the media to get the word out about your project, and to attract more partners and participants?

Once you receive the money, will you ever be heard from again? You want the grant reviewer to know how you intend to promote and grow your project! You want them to know how you'll make them look great for funding your project!

Your Media and Promotion Timeline:

2000

2001

June July Aug Sept Oct Nov Dec Jan Feb Mar Apr May June
Radio

Newspaper

Brochures

TV

Web

Other

• Budget:

How will you conduct your project to make most effective use of the requested funding? Do your expenses match up with the phases and goals of the grant? Have you shown where ALL the resources will come from for each component of your grant? Would you fund a project that promises the world on a

shoestring budget?

A small project successfully implemented is better than a grand project that is poorly implemented. Remember that above all else, foundations don't want to be embarrassed!! Are you a risky bet, or a safe one?

Presuming you'll have \$15,000, list as closely as you can guess how much you'll spend for what.

List all Project Staff: Who is a volunteer? Who will be paid; How many hours per day/week and at what cost per hour?

Equipment, limited to \$5000:

Rent or office Space? Sharing facilities?

Printing, Misc. expenses,

Web page design fees? Detail all this includes:

Internet Access and/or web hosting fees?

Other costs?

• Evaluation:

How will you measure your success, exactly? If your great project model may require more funding, you'll need to carefully document what you've accomplished after spending \$15,000! Before you even begin your project, you'll need a tight plan for exactly how you're going to measure the outstanding impact your project has made on your community. What will you measure, when, and how will you measure it? To put it another way, how will you prove you didn't waste the money? This should influence your overall project design!

Press Release Announcement

This is your promise as to what you will actually deliver. Using what you've learned from all six MIRA workshops, make sure everyone on your team is ready to share the following on what your team intends to make happen. Keep in mind having your "story" ready for the media is vitally important.

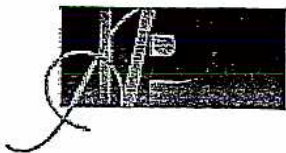
- What is the title and goal of your great project?
- How many people will benefit and in what specific way?
- What partners will you include in conducting your project and what will they contribute?
- What strategies will you use to educate and involve community members?
- What is the national and/or global significance of your project model?

Writing the Proposal

The following expressions are often unnecessary, too long, or lack vigor. Simple substitutes are suggested.

afford an opportunity	allow
appreciate your informing us	please tell us
are a means of utilizing	use (v.)
at all times	always
at the present time	now
at an early date	soon
due to the fact that	because
endeavor to ascertain	try to find out
experience has indicated that	we (I) learned that
for the month of July	for July
for the reason that	because
has been frequently	is often
having cognizance of	aware
I would like to make the observation that	I would like to say
if it is deemed satisfactory	if satisfactory
in compliance with your request	as requested
in a satisfactory manner	satisfactorily
in the near future	soon
in the event that	if
in the amount of	for
in the meantime	meantime or meanwhile
in order to	to
in regard to	about
in some cases	sometimes
in view of the fact that	as
it is interesting to note that	(leave it out)
it is my conviction that	I believe that
it is obvious that in order to teach	to teach, etc.
it is possible that	perhaps
made it possible for	enabled
over the signature of	signed by
paper-and-pencil test	written test
patellar reflex	knee jerk
predicated on the assumption	assumed
prior to	before
subsequent to	after
this meets with our approval	we approve this
under separate cover	separately
until such a time as	until
utilization	use
we are in the process of preparation	we are preparing
we are not in a position to	we cannot
we wish to advise	(leave it out)

Many of these words and expressions are taken from Plain Letters, U.S. Government Printing Office, Washington, DC; and The Technique of Clear Writing by Robert Gunning, pp. 265-277



IRWIN ANDREW PORTER foundation

Do's and Don'ts

Here are some of our pet peeves. Most of them won't get your grant thrown out and we admit they aren't major crimes but we would prefer not to see any more of them.

DO

- Do read the grant application section carefully and follow the guidelines.
- Do put your contact information in the cover letter and/or the body of your grant proposal. Believe it or not every review period several grants are tossed out because we have no way to contact the mysterious person(s) who submitted it.
- Do check your numbers. Budgets that don't match the text of the grant or that don't add up don't get you grants. We do read the numbers and we do want the details.

DON'T

- Don't use common grant application forms, especially for the one-page summary. We don't exclude them but they are usually soulless documents that do not speak well to their organization's needs.
- Don't wait to submit your proposal until the last minute. This not only makes a bad impression, it makes a lot more work for us and we are only human and get crabby.
- Don't staple or bind your proposals. Save your staples, keep the folders! We may need to make copies of your materials and it makes more work for us. Paper clips will do fine. Read the grant application guidelines.
- Don't submit two-sided copies. It is another copying issue. Read the guidelines.
- Don't imbed your project budget in the text of the grant. Again, this is a copying issue and also goes back to not reading the grant application guidelines.
- Don't forget to tell us what your organization is really going to do. Please keep in mind that things such as building self-esteem are not something you are going to do; it is an outcome you may hope for.
- Don't get the name of the foundation wrong, it's tacky.
- Don't get angry with us if you don't receive a grant. We are a small foundation and can only fund a small fraction of the grants we receive.

The Ten Most Common Reasons Grants are Declined

1. "The organization does not meet our priorities."

Research thoroughly before applying.

2. "The organization is not located in our geographic area of funding."

Get the guidelines before applying, or at least check GrantSeeker.com or your grants guide.

3. "The proposal does not follow our prescribed format."

Read the application information very carefully and follow it exactly.

4. "The proposal is poorly written and difficult to understand."

Have friends and experienced people critique the grant before you submit it.

5. "The proposed budget/grant request is not within our funding range."

Look at average size of grants of the funder.

6. "We don't know these people. Are they credible?"

Set up an interview before submitting the proposal and have board members and other funded organizations help you establish a relationship and give you credibility.

7. "The proposal doesn't seem urgent. I'm not sure it'll have an impact."

Study the priorities and have a skilled writer do this section to make it "grab" the funder. Your aim is to sound urgent, but not in crisis.

8. "The objectives and plan of action of the project greatly exceed the budget and timelines for implementation."

Be realistic about the programs and budgets. Only promise what can realistically be delivered for the amount requested.

9. "We've allocated all the money for this grant cycle."

Don't take this personally. It is a fact of life. Try the next grant cycle. Next time, submit at least a month before the deadline to give ample opportunity for questions and a site visit.

10. "There is not enough evidence that the program will become self-sufficient and sustain itself after the grant is completed."

Add a section to the proposal on your plans for self-sufficiency and develop a long-term strategy.

Winning Versus Failing Proposals

Winning Proposals	Failing Proposals
1. Clearly defined needs and describes how those needs were identified (documented).	1. Applicant did not adequately define the need(s) to be addressed or the needs statement is not of sufficient importance.
2. Presents the ideas in a logical manner.	2. Proposal rambles and is unclear, reflecting a plan that is poorly devised or thought out.
3. Application fits with the mission, objectives, or priorities of the funding agency.	3. The problem has only local significance or fails to fall within the general field of the granting agency.
4. The proposal is doable, realistic, and relevant to meeting the needs described.	4. The proposal is overly ambitious, too many elements under simultaneous investigation.
5. Does not overuse educational jargon.	5. The writing is nebulous and diffuse with without a clear research aim.
6. Presents a detailed, sufficient budget that matches the proposed program.	6. The budget is vague, not consistent with the proposed activities.
7. Gives something back (a product, information, knowledge to others).	7. The methods, procedures and evaluations are unsuited to the stated objective(s).
8. Follows ALL the guidelines specified in the Request for proposals.	8. Did not follow the guidelines (instructions) set forth in the RFP.
9. Presents a professional appearance.	9. The overall research design is not carefully thought out or described.
10. Written in positive terms.	10. Personnel do not have adequate experience or training for this research.
11. Solid evaluation section that aligned with the objectives of the project.	11. The proposed research is based upon insufficient evidence, is doubtful or unsound.
12. Demonstrated a plan for sustaining the project beyond the budget period.	12. Critical signatures were missing.
	13. Inappropriate format (font size, spacing, margins, etc.) or grammar
	14. Missed the application deadline.

SOME REASONS FOR REJECTION OF PROPOSALS

Technical Factors

1. Missing critical information or signatures.
2. Inappropriate format (type size, spacing, margins, etc.)
3. Number of pages exceeded that allowed.
4. Poorly proofread by applicant (grammar problems; spelling problems)
5. Application does not "fit" with the mission/objectives of the agency.
6. Mandatory missing sections (did not read the RFP carefully)
7. Applicant does not qualify (not eligible)
8. Extra (not required) information is included.
9. Missed application deadline.

Proposal Component Factors

10. Project **objectives** vague; nebulous or overly ambitious.
11. The **need** for the proposed project is not clearly established or supported with data.
12. The proposed **method** of conducting the project vague or unsuited to the purpose of the project.
13. The proposed **method** was not justified as to why it was the best approach.
14. How the proposal will be **managed** (management or operational plan) is not well detailed.
15. Overall **budget** out of balance to project proposed.
16. Failure to mention others in **partnership** or collaboration and exactly how they would collaborate.
17. Inadequate or missing **evaluation** (assessment) component.
18. Overall design of the study not carefully thought out.

Other Factors

19. Writing didn't flow—hard to understand.
20. Unintelligible due to: a) inconsistency in format, style, and/or grammar; b) widespread jargon; c) unexplained acronyms; d) sweeping generalizations; e) unverifiable assumption.
21. Project addressed a problem of only local importance or limited importance.
22. Insufficient evidence that the project can sustain itself beyond the life of the grant support.
23. Didn't check on protection of human rights; animal rights; civil rights compliance; patent; copyright, etc.
24. Project beyond scope or capacity of proposing agency.
25. Qualifications of project personnel questionable.



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Writing a Successful Grant Proposal

Last Updated February 25, 2004

- [Introduction](#)
- The Sections of a Standard Grant Proposal:
 - [Summary](#)
 - [Organizational Information](#)
 - [Problem/Need/Situation Description](#)
 - [Work Plan/Specific Activities](#)
 - [Impact of Activities](#)
 - [Evaluation](#)
 - [Other Funding](#)
 - [Future Funding](#)
 - [Budget](#)
 - [Supplementary Materials](#)
- [Variations on the Standard Outline](#)
- [Other Common Questions About Grantwriting](#)
- [Reprint Information](#)

Related Resources

[Grantseeking for Beginners Seminar](#)
Learn the basics of effective grantseeking.

[Minnesota Grantmakers Online](#)
Search the Web's largest, most up-to-date database of Minnesota grantmakers & grants.

[Guide to Minnesota Grantmakers](#)
The largest print directory of Minnesota foundations & corporate givers.

Introduction

A funder's guidelines will tell you what to include in a grant proposal for its organization. Most funders want the same basic information, even if they use different words or ask questions in a different order.

Some funders prefer that you fill out their application forms or cover sheets. If the funder uses an application form, be sure to get a copy and follow the instructions. You may also use the [Minnesota Common Grant Application Form](#) if the funder you are approaching accepts it.

The following outline should meet the needs of most funders, or guide you when approaching a funder with no written guidelines. The outline is for a project proposal, and is most appropriate for a project that is trying to correct a problem, such as water pollution, school truancy or ignorance about how HIV/AIDS is transmitted. (see [variations on the standard outline](#) for guidance on other types of proposals). The grant proposal as a whole, not including supplementary materials, should usually be five pages or less.

Note: Consider using subheads for each section, such as "Organization Information," to help you, and your reader, keep track of what you're trying to say.

Summary

At the beginning of your proposal, or on a cover sheet, write a two- or three-sentence summary of the proposal. This summary helps the reader follow your argument during the proposal itself. For example:

"Annunciation Shelter requests \$5,000 for a two-year, \$50,000 job training program for

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Welcome to non-profit guides

Non-profit guides are free web-based grant-writing tools for non-profit organizations, charitable, educational, public organizations, and other community-minded groups.

Our guides are designed to assist established non-profits through the grant-writing process.

Overview:

- [guidelines](#): grant-writing tips
- [preliminary proposal](#): overview
 - [sample inquiry letter](#)
- [full proposal](#): overview
 - [components](#)
 - [sample cover letter](#)
 - [sample cover sheet](#)
 - [sample budget](#)
- [sample proposals](#): overview
 - [private rfp](#): sample foundation rfp
 - [private proposal](#): sample foundation grant application
 - [public rfp](#): sample government rfp
 - [public proposal](#): sample government grant application
- [links](#): grantmakers, grantseeking resources & glossaries

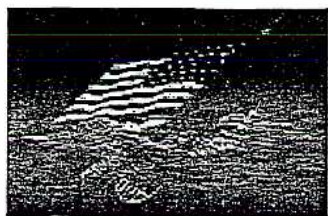
Questions? Please visit [faqs](#) for answers to our most frequently asked questions about non-profit guides.

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The School Funding Center

"Helping schools find the funds they need."

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Government Grant Sample Abstracts

Following are abstracts of grants that have been written by The School Funding Center and have been awarded the funds for the various projects.

Marshall ISD Region VII ESC

Award Amount: \$343,314

Serves 1,931 students in 5th through 8th grade on 4 campuses.

The Marshall Reading Academies has three major objectives. The first will be to implement the Boys Town reading and special education guided reading program in the effort to reverse reading failure in grades 5-8. Intervention will be provided for all students, struggling to read and write on grade level, through programs such as: Project Read, Written Expression, and Reading Renaissance. An optional extended-day/year program will provide Reading Academy Labs. Ruby Payne's "Children of Poverty" inservice will be used to train all 5-8th grade staff to work with parents. Parents will be given the opportunity to be trained on when and how to assist student performance at home. College students majoring in education will be trained in the three components and will be assigned to model and appropriately assist student performance in the extended-day/year program. All teachers, aides, preservice teachers and family members will be trained in practical ideas for assisting students' reading and writing, especially expository text.

Tuloso-Midway ISD Region II ESC

Award Amount: \$153,485

Serves 927 students in 5th through 8th grade on 2 campuses.

This project proposes to increase student achievement in reading through the coordination of several reading programs. These programs include Open Court: "Breaking the Code Word Wise, Accelerated Reader, Reading Renaissance, and Drop Everything and Read. In addition to classroom reading activities, students will participate in an extended day and extended year program. Parents and students will be able to benefit from the extended library program. Parents will also be able to participate in family literacy nights. Teachers will receive staff development on a variety of topics but not limited to: teaching ESL, strategies for at-risk students and the newly implemented reading

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programs.

San Marcos ISD
Region XIII ESC

Award Amount: \$500,000

Serves 430 students in 5th through 8th grade on 3 campuses.

At the intermediate level the development of efficient and effective readers will be addressed through comprehensive and intensive small group reading program. Reading specialists will provide small reading instruction as part of the school day, to supplement regular classroom instruction, with additional opportunities for students to gain decoding, word attack and comprehension skills. In addition to professional development in programs such as Reading Renaissance and Language Enrichment demonstration teacher will travel to each campus to team-teach with the general education teacher. Parental involvement will be increased through activities such as Family Reading Nights, parent universities, reading time at school during the regular and extended school year, Summer Reading and Parents Night Out. Parents and students will work at home on reading improvement through San Marcos CISD Reading at Home program and Accelerated Reader facilities at local schools.

Ft. Worth ISD
Region XI ESC

Award Amount: \$575, 000

Serves 3929 students in 4th through 8th grade on 7 campuses.

This project proposes to establish Reading Academies at seven high-need campuses. The academies will implement Direct Instruction (DI) reading to increase student achievement through carefully structured instruction. These programs are designed to prevent reading failure through the use of several interventions such as whole class, one on one and small group instruction, in-class supplemental additional tutorials, after school instruction and summer programs. Staff development will ensure teachers obtain the knowledge and skills necessary to implement the program, prevent student helplessness, help students experience success and build self-confidence. The goal of the parental involvement is to provide parents with the knowledge and skills necessary to become partners in their children's education, assisting students to reach their full potential as learners and providing education that strengthens the family and promotes responsibility. The program includes two major components: appropriate instruction for children while their parents are in child literacy development classes and activities for parents and their children together.

CONLEY ELEM.
Fort Bend ISD
Region IV ESC

Award Amount: \$293,860

Serves 450 students in 2nd and 3rd grade on 33 campuses.

In order to have all student reading on grade level by the end of grade three, approximately 10% of students in grades 2 and 3 will be targeted to participate in an extended day program. These are

Building Better Charities

Charitable Database Information and Disclaimer:

Please read the information and disclaimer below before proceeding to the Charitable Database search page. You must agree with the conditions set forth in the disclaimer in order to enter the site. Thank you.

CHARITABLE DATABASE

Welcome to the Illinois Attorney General's Charitable Database. Illinois law requires charitable organizations which solicit and/or hold charitable monies in Illinois to register and file annual financial reports with the Attorney General's Office. These annual financial reports provide a valuable source of information to help you ascertain a particular charity's programs, activities, grants, finances, and priorities. The Charitable Database allows you to search for public charities and private foundations which are registered in Illinois by name, registration number, FEIN #, city, state and/or zip code. Illinois Attorney General Lisa Madigan provides this Charitable Database to expand public access to the information charities are required to file with her Office. In reviewing these reports, you must remember that the charity – not the Attorney General – prepares these reports.

Disclaimer of Endorsement

The registration of any charitable organization with the Office of the Illinois Attorney General does not constitute an endorsement by the State of Illinois or the Office of the Illinois Attorney General. Moreover, the inclusion of a charitable organization in the Charitable Database does not indicate in any manner that the Attorney General supports, sanctions, or verifies the information of such charitable organization. Inclusion in the database indicates that a charitable organization has minimally complied with the registration and annual reporting requirements imposed on it by Illinois law.

Disclaimer of Completeness and Accuracy of Data and Reports on this Website

The information contained on this website is taken from information provided to the Illinois Attorney General by charitable organizations filing registration and/or annual report materials with the Illinois Attorney General pursuant to the Charitable Trust Act (760 ILCS 55/1 et seq.) and the Solicitation For Charity Act (225 ILCS 460/1 et seq.). The Illinois Attorney General's Office does not edit or control the financial materials/information it receives, and cannot

Local Government Funding		
The Good	The Not-So Good	The Concerns
<ul style="list-style-type: none"> ■ If you partner, there will be time and money saved compared to pursuing a grant on your own. ■ A strengthened proposal based on the assets of each contributing partner on the grant. ■ Partnerships may yield other benefits that will make your life easier (larger infrastructure and community contacts for managing grants and accessing program participants, etc). ■ Possibility of accessing dollars as a contractor from funding sources you would be ineligible to pursue on your own. 	<ul style="list-style-type: none"> ■ Less control over the final product/project. ■ Dollar allocations that may be less than you might get if you pursued funding individually. ■ Sometimes finding local partners or local government funding is excruciatingly political. ■ Once funding is secured, the rose-colored glasses may get stripped off. Various partners may be unable to fulfill their commitments and those failures may jeopardize the success and potential continuation of the entire project. 	<ul style="list-style-type: none"> ■ Potential for getting ugly if you don't know the organization/program you're approaching very well. Look before you leap. ■ If your partner messes up on their fiscal management of the grant, you could find yourself facing heaps of auditing requirements. ■ If they like to micro-manage (and you never know that until you're already in the project), they can use fine print to manipulate your every move.



Foundation and Corporation Funding

(Private-sector grant money)

Do your homework before you ask a foundation or corporation for its money. Simply mailing a proposal without doing research is asking for a big-time rejection letter and a waste of time.

Quickly scan the foundation or corporation's profile to determine whether you have a perfect match. A perfect match means that your program or project fits their funding priorities 100 percent. Some things to consider to see if your project fits include:

- **Limitations:** Geographic area that grant awards are limited to and the types of grant applicants or projects areas the funding source will not fund.
- **Purpose and Activities:** Every foundation and corporate giver has a purpose statement. Does it reflect your organization's values?
- **Fields of interest:** Does the program area that you are seeking grant funds for fit into any of the funding source's fields of interest?
- **Types of Support:** What activities is the funder willing to pay for? Example: if you are trying to erect a new building and the funder only lists general operating support, conferences, and seed money under types of support, then this may not be the funding source you want to approach for a grant.
- **Previous Grants or Grantees:** You should be able to get a good idea of the program interest of the foundation by looking at previous grantees' programs. Also, it will enable you to determine if the dollar amount of your funding request falls into the normal award range of the foundation.

Some of the sources listed here are subscription-based. However, you can go to www.fdncenter.org to locate a Foundation Center cooperating location in your state.

When should you apply to foundations?

- If your needs are under \$100,000, look for foundation grant opportunities. Foundation

grant applications

require less writing time than government grants. However, foundation grant seeking is just as competitive as federal grant seeking.

- Most foundations fund for one year at the time, but there are some larger foundations that may consider multi-year funding requests.
- Foundations have fewer restrictions on line-item changes and written permission is not required as long as you reach your project's objectives by the end of the grant period.

How to apply to a foundation

Foundations like to have a cover letter, a regionally or nationally accepted cover sheet or cover form, and a narrative that includes a description of your organization and a description of your request. The attachments are what count with this group of funders. They may ask for the evaluation plan, your organization's structure/administration, your finances, and other material.

One application format you can use, called the *Common Grant Application* (CGA), was developed by the National Network of Grantmakers (NNG). It is accepted by over 40 grantmakers and can be found on the NNG's web site, www.nng.org. To determine if using the CGA is appropriate, check the funder's guidelines.

The Forum of Regional Associations of Grantmakers (RAGs) can be found on the Internet at www.rag.org. The regional groups of foundation grantmakers you can find at this site have each designed their own specific grant application format. Before you start writing in a generic format, like the CGA format, check to see if the region you live in requires using a different format.

Funding Resources

<http://grantmaster.com/freeresources.asp>

<http://grants1.nih.gov/grants/> National Institutes of Health

<http://isbe.net/>

<http://school.discovery.com/schrockguide/business/grants.html> (Link to Illinois)

<http://teachersnetwork.org/grants/default.htm>

www.aft.org/edissues/teachers/grants.htm American Federation of Teachers

www.americanexpress.com/corp/philanthropy

www.cdc.gov/healthyyouth/funding/index.htm

www.cFDA.gov/ Catalog of Federal Domestic Assistance

www.donorsforum.org

www.ed.gov

www.ed.gov/free/index.html Federal Resources for Educational Excellence (FREE)

www.ed.gov/fund/grant/find/edlite-forecast.html Dept. of Educ. Forecast of Funding

www.ed.gov/news/fedregister/announce/index.html

www.edweek.org

www.eschoolnews.com

www.eschoolnews.com/erc/funding/

www.fastweb.com/

www.fdncenter.org

www.fedworld.gov

www.fundforteachers.org/

www.fundsnet.com

www.google.com The Google search engine can assist you in finding obscure grant funding opportunities for your school district. Some of the search terms to use include: grants - for computers, grants for science equipment, grants for school theatrical performances, grants for arts and culture, grants for school building funds.

www.grants.gov

www.grantsalert.com/

www.grantsandfunding.com/grantsandfunding/index.html

www.grantsnet.org

www.hhs.gov/grantsnet/

www.k-12world.com

www.mcf.org/mcf/grant/writing.htm

www.ncjrs.org/pdffiles/budgetws.pdf This Web site allows you to view, save, and print a complete federal grant application budget detail worksheet in PDF format.

www.nea.gov/ National Endowment for the Arts

www.nsf.gov/home/grants.htm National Science Foundation

www.publiceducation.org

www.publiceducation.org/subscribe.asp Public Education Network (Subscribe to PEN)

www.schoolfundingcenter.com

www.schoolgrants.com

www.thegrantbook.com/cgi-bin/index.cgi This Web site gives you access to federal, state, foundation, and corporate grants and programs.

www.umass.edu/research/ora/alert.html

Funding Alert System

Funding Alert Systems will notify you by email about deadlines for grants.

<http://fdncenter.org/fnd/rfp/> Foundation Center Grants Alert

www.connectforkids.org/

www.google.com/

www.grantstation.com/

www.philanthropy.com/deadlines Chronicle of Philanthropy

www.religionandsocialpolicy.org

Search Engines

www.aj.com Ask Jeeves

www.altavista.com

www.dogpile.com (combines)

www.excite.com

www.google.com

www.searchenginewatch.com

www.yahoo.com

References Resources

<http://7-12educators.about.com/cs/grantwriting/?once=true&>

<http://success.shoreline.edu/workforce/successstips.htm>

www.aecf.org/kidscount Links on the Home page to the Kids Count data

www.census.gov/ United States Census Bureau

www.chicago.tribune.com/

www.cpb.org/grants/grantwriting.html

www.earthwalk.com (eclassroom)

www.eastendliteracy.on.ca/clearlanguageanddesign/ Clear Language and Design (CLAD) – site to test your document for readability.

www.eduplace.com/grants/help/grantionary.html “Grantionary”

www.eduref.org Educator’s Reference Desk

www.eric.ed.gov U.S. Dept. of Education website for searching the ERIC Database or 1-800-538-3742

www.learnerassociates.net/proposal/hints13.htm

www.lib.msu.edu/harris23

www.magportal.com/ magazine articles on any subject

www.mcic.org/ Metropolitan Chicago Information Center

www.metroplanning.org/ Policy and planning issues in greater Chicagoland

www.mu.edu/fic

www.m-w.com/info/info.htm Merriam-Webster’s Language Info zone

Metasearch Engines	Web Site Addresses
IBlink	www.tblink.com
Big Hub	www.thebighub.com
C4	www.c4.com
CNET	www.search.com
Dogpile	www.dogpile.com
FuzzyCrawler	www.fuzzycrawler.com
Glooton	www.glooton.com
Go2Net	www.go2net.com
InfoGrid	www.infogrid.com
InfoZoid	www.infozoid.com
Ixquick	www.ixquick.com
Mamma	www.mamma.com
Metacrawler	www.metacrawler.com
MetaEureka	www.metaeureka.com
Metor	www.meteor.com
One2seek	www.one2seek.com
QbSearch	www.qbsearch.com
QueryServer	www.queryserver.com
Search Caddy	www.searchcaddy.com
SearchBuddy	www.searchbuddy.com
SearchWiz	www.searchwiz.com
Seek123	www.seek123.com
SherlockHound	www.sherlockhound.com
Sportula	www.sportula.com
SuperCrawler	www.supercrawler.com
SurfWax	www.surfwax.com
Vivisimo	www.vivisimo.com

Single Search Engines	Web Site Addresses
About	www.about.com
Ask Jeeves	www.askjeeves.com
AltaVista	www.altavista.com
Excite	www.excite.com
Fast Search	www.alltheweb.com
FindWhat	www.findwhat.com
Google	www.google.com
Go	www.go.com
HotBot	www.hotbot.lycos.com
Iwon	www.iwon.com
Kanoodle	www.kanoodle.com
LookSmart	www.looksmart.com
Lycos	www.lycos.com
MSN	www.msn.com
NBC	www.nbc.com
Netscape	www.netscape.com
Northern Light	www.northernlight.com
Open Directory	www.dmoz.org
Overture	www.overture.com/d/home
Sprinks	www.sprinks.com
Teoma	www.teoma.com
Thunderstone	www.thunderstone.com
Voila	www.voila.com
Web Crawler	www.webcrawler.com
Yahoo!	www.yahoo.com

CAMPAIGN For TOBACCO-FREE Kids®

TOBACCO-FREE FUNDING SOURCES FOR SCHOOL ANTI-SMOKING PROGRAMS

The major cigarette and smokeless tobacco companies often offer funding, materials and other assistance to schools, which they say is meant to support school anti-smoking efforts. But at the same time, these same companies are spending billions of dollars each year to market their deadly and addictive products.¹ Much of this marketing directly targets kids, and the cigarette companies rely on new youth smokers to replace their adult customers who die or quit.² There is hard evidence that the companies have targeted kids with their marketing and market research efforts for years.³ It is also clear that the tobacco companies are not providing funding and materials to schools out of a sincere desire to reduce youth smoking but to improve their image, cultivate local allies, reduce the demand for more effective government-supported anti-smoking measures, and indirectly market their names and products to kids.⁴

Accordingly, the Campaign for Tobacco-Free Kids, American Cancer Society, American Heart Association, American Lung Association, American Medical Association and others believe schools should be completely off limits to tobacco companies, and strongly urge schools to reject all offers of funding or other assistance from any of the tobacco companies or their front groups.⁵

Unfortunately, some schools still accept "anti-youth-smoking" funding or other assistance from the tobacco industry. These schools often say that the only way they can offer any anti-smoking programs to their students is by accepting these tobacco-company "gifts." In many cases, however, these schools have not even tried to secure funding or assistance from alternative sources -- such as state or local government, federal programs, foundations, other philanthropic organizations, or the non-tobacco private sector. This fact sheet provides some suggestions for alternative sources of funding for school-based anti-smoking programs.

- **Seek Assistance from Local Government Programs and Agencies.** Local county or city school systems and government agencies are often a good place to look for funding of school-based activities and programs. When appealing to local officials, schools can make a strong case for tobacco prevention programs by reminding elected officials that these programs are an investment in youth that will reap benefits for the entire community, including long-term decreased rates of smoking related illnesses and improved air quality. Furthermore, while some local officials are not able to personally lobby on the state level for funding, they are in a unique position to make sure that policy makers know the importance of school smoking prevention programs, as well as the dangers of tobacco products.
- **Seek Assistance from State Government Programs and Agencies.** Many state departments of education have programs that offer funding for tobacco or drug-prevention programs. To find contact information for your department of education and learn more about their funding opportunities, visit www.ed.gov/Programs/bastmp/SEA.htm. An increasing number of states also have tobacco-prevention programs that might provide funding or other support; and state departments of health are another possible source of assistance.
- **Seek Funding from Your State's Tobacco Settlement Payments.** Every state in the United States is receiving payments from cigarette companies as part of the settlement of

the states lawsuits against the companies. School officials and other interested parties can contact state-government representatives and encourage them to use this tobacco-settlement money to invest in tobacco prevention programs for school children. Schools may have better success if they form a coalition of other local schools, educators, and parents to join forces in contacting their representatives.

- **Seek Assistance from Federal Government Programs and Agencies.** The U.S. Department of Education offers several grants to schools for substance use prevention programs under the Safe Schools/ Healthy Students Initiative. For more information about this initiative, visit www.ed.gov/offices/OESE/SDFS/grants.html, or call the U.S. Department of Education at 1-800-437-0833. Other federal agencies also offer tobacco-prevention materials and, possibly, funding or other assistance, such as the following:
 - Centers for Disease Control and Prevention (CDC) www.cdc.gov/tobacco/edumat.htm.
 - Substance Abuse and Mental Health Services Administration (SAMHSA) www.samhsa.gov/grants/grants.html.
 - National Institute on Drug Abuse (NIDA) www.nida.nih.gov/Funding.html.
- **Seek Assistance from Private Foundations.** Several private foundations offer grants and other forms of funding in support of tobacco prevention programs. To find private foundations that support school-based tobacco prevention programs, visit the Foundation Center at <http://fdncenter.org/searchzone/>.
- **Seek Assistance from Community-Based Foundations.** Many communities have local foundations that support charitable and educational initiatives in their local area. Oftentimes, these foundations are located in a city or community and residents are not aware of them or fail to realize how much assistance they can provide. To locate local foundations, visit www.cof.org/whatis/types/community/index.htm.
- **Seek Assistance from Community-Based Organizations.** Local community and religious organizations may offer support to youth tobacco prevention programs. These organizations can also serve as allies when appealing to local and/or state officials about the importance of including school-based tobacco prevention funding in the annual budget.
- **Seek Assistance from Local Tobacco-Free Businesses.** Many locally based businesses are willing to support community and school based efforts for youth as an investment in the community. For these supporters, having their name linked with tobacco prevention programs may increase their business within the community. Moreover, they can use these donations as a tax write-off. Besides checking with local community businesses, schools should also consult larger, national businesses with local offices, which may have special community-investment funding already included in their budgets.
- **Seek Assistance from Youth-Focused Organizations.** Several organizations already exist specifically to offer tobacco-prevention curricula, program materials, support, and guidance to schools and others interested in youth issues. Not all of the programs listed below provide complete financial support for their programs, but these can serve as a good resource for finding out about funding opportunities for tobacco prevention programs.
 - National Family Partnership, www.nfp.org/. 1-800-705-8997
 - Project ALERT, www.projectalert.best.org/. (213) 623-0585
 - The Bureau for At-Risk Youth, www.at-risk.com/. 1-800-99-YOUTH

▪ ***Don't Forget School Bake Sales and Other Parent-Student School Fundraisers.***

Typical school fundraising activities for extracurricular programs, such as raffles, cookie sales, car washes, etc. can provide additional funding for school anti-smoking efforts. In addition, such fundraising activities can be a good way for the school to reinforce its anti-smoking messages and can help get parents and others in the school's community more involved in school anti-smoking initiatives, which is one of several criteria for successful smoking prevention programs.⁶

National Center for Tobacco-Free Kids, August 28, 2001/Isa J. Williams

Related Campaign Fact Sheets (available at www.tobaccofreekids.org)

How Schools Can Help Students Stay Tobacco-Free

School Based Programs Reduce Tobacco Use

How Parents Can Protect Their Kids From Becoming Addicted Smokers

Tobacco Harm to Kids

Smoking & Kids

Smokeless (Spit) Tobacco & Kids

The Path to Smoking Addiction Starts at Very Young Ages

Smoking and Other Drug Use

Tobacco Company Marketing To Kids

Cigarette Companies Cannot Survive Unless Kids Smoke

Philip Morris & Targeting Kids

A Long History of Empty Promises: The Tobacco Industry's Youth Anti-Tobacco Programs

¹ U.S. Federal Trade Commission (FTC), *Cigarette Report for 1999* (2001), www.ftc.gov/bcp/menu-tobac.htm. FTC, *Report to Congress for the Years 1998 and 1999 Pursuant to the Comprehensive Smokeless Tobacco Health Education Act of 1986* (2001). See, also Campaign for Tobacco-Free Kids fact sheet, *Increased Cigarette Company Marketing Since the Multistate Settlement Agreement Went into Effect* (2001). Campaign fact sheets are available at <http://tobaccofreekids.org/research/factsheets>.

² CFTFK fact sheet, *Cigarette Companies Cannot Survive Unless Kids Smoke*.

³ See, e.g., CFTFK fact sheet, *Tobacco Company Marketing To Kids*.

⁴ American Heart Association, American Cancer Society, et al., Letter to state boards of education, August 16, 2001; CFTFK fact sheet, *A Long History of Empty Promises: The Tobacco Industry's Youth Anti-Tobacco Programs*.

⁵ American Heart Association, American Cancer Society, et al., Letter to state boards of education, August 16, 2001.

⁶ See, e.g., CFTFK fact sheet, *How Schools Can Help Students Stay Tobacco-Free*.

Administrators

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Staff Development

School Success

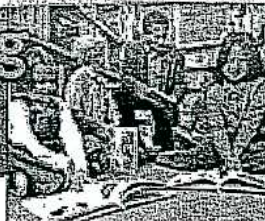
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Technology

Leadership

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Private Funding

Product Alignment
& Funding

Grant Resources

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Scholastic is your partner! We're here to support you and your team as you search for educational funding.

Scholastic's Funding Connection is designed to provide you with information, resources, and tools aligned to the NCLB requirements, as well as other funding sources. On our web page you will find information about federal, state, and private funding sources. Additionally, you find product specific alignments, product research alignments, grant writing resources, and contact information for Scholastic.



Contact a Helpful
Scholastic Representative

NCLB Desktop Reference
Learn about Federal
programs from USDOE
► Go Now



Our Office of Educational Assistance provides free support services for educators seeking funding under NCLB or other funding programs. For more information on how we can assist in locating funding information for the purchase of Scholastic products and services, please contact your local Scholastic Representative.

Grant Assistance Toolkits

Grant Assistance Toolkits are designed to align Scholastic products and services with the requirements of specific federal grant programs. Check out our Toolkits for the following federal grant programs:

- Early Reading First
- Reading First
- Enhancing Education Through Technology
- 21st Century Community Learning Centers
- Comprehensive School Reform
- Title II, Improving Teacher Quality

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CURRICULUM
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[Advocate Map](#)
[Workshops](#)
[Surveys + Handouts](#)
DISCOUNTS/ FUNDING
[E-rate](#)
[Grant Opportunities](#)
SEARCH TOOLS

1. Enter search words;

2. Press enter button.

SEARCH Filamentality

SEARCH Blue Web'n

Grant Opportunity Resources

[Locating Grants](#) | [Writing Proposals](#) |
[Tools](#) | [Other Resources](#) | [SBC States](#)

Locating grants, writing proposals, knowing who's doing what and where: it's all a juggle. This site will help you locate grants including direct links to searchable databases; write proposals, recommend electronic and other resources; plus provide an assortment of tools. Feel free to send us your favorite sites so that we can add them!

Our meta search tool, below, contains multiple search engines. We've included federal and at the very end, we have listed the Department of Education grant pages for each state in the SBC territory. These searches are stripped down versions of searches at the site home pages. Most results will open in a new window at the search location.

[[Grants.gov](#) | [NTLE](#) | [Foundation Center](#) | [NOFAs](#) | [CFDA](#) | [States](#)]

Note: These searches change frequently. If there is no search available, we are in the process of locating the new search we can add it back. If you notice any that don't work, please let us know.

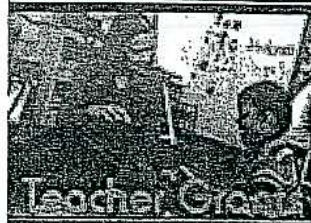
Grants.gov provides organizations with the ability to search for all Federal government grant opportunities including the Department of Education and others. You can also register to receive email notifications of new grant postings from FedGrants.gov.

Keyword:

National Teaching and Learning Forum presents a compilation of short to medium length articles on teaching and learning in higher education. They culled 35 grants from the GrantSelect database which should be of interest to faculty and instructional development specialists and to faculty with an interest in teaching curriculum development.

Keyword:

You can search the Foundation Center list of more than 2,400 annotated grant sites. (Community Foundations are listed alphabetically by state). Enter a search term; then select funding entity,



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By Teachers, For Teachers

Select a topic on the left to access relevant grant opportunities.

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- [Santa Barbara County \(CA\)*](#)
- [Santa Clara County Office of Education/Schools Plus \(CA\)*](#)
- [Broward Education Foundation \(FL\)*](#)
- [Miami \(FL\)*](#)
- [Chicago \(IL\)*](#)
- [The Center for Educational Services/SEED \(ME\)](#)
- [Central New York Teaching Center \(NY\)](#)
- [New York City \(NY\)](#)
- [Fairfax County \(VA\)*](#)

*Requires Adobe Acrobat Reader. [Click here](#) to download it for free.

Recommended Links

Humanities

Math

Scholarships

Science

Social Studies

Technology

Other

Grants "How To"

Submit Grant Info



Home

Frequently-Asked
Questions

Subscribe to
CharityChannel

CharityUniversity

Distance classes

Register

Interested in Teaching?

eNewsletters

Subscribe to receive
eNewsletters by email

Browse:

Don Griesmann's Grant
Opportunities

E-Philanthropy and
Technology Review

Grants and Foundations
Review

Major Gifts Review

Nonprofit Boards and
Governance Review

Nonprofit Consulting
Review

Thread of the Week

Volunteer Management
Review

We Interview

We Review

Weekly Review

Resource Guide

What is the Resource
Guide?

Career Search Online

Classified Ad System

Consultants Registry

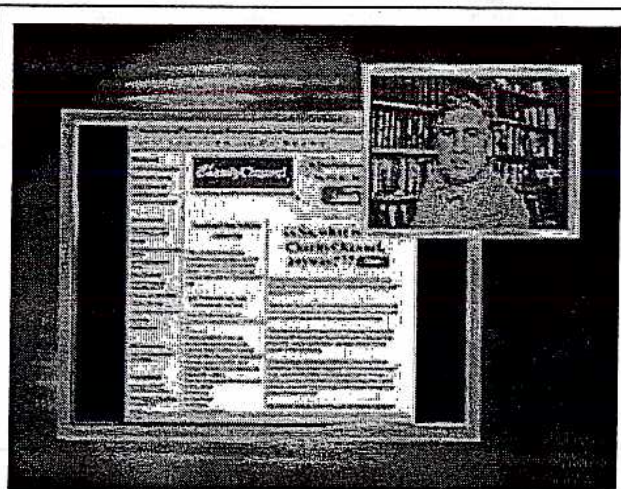
Use the Form Below to Become a CharityChannel Subscriber

Instructions: Please read "Why We've Implemented a Modest Subscriber Fee," and, if you wish, play the video. Then scroll down to the registration form on this page. (You are not being asked to make a payment yet -- once you submit the form, we'll send you an email with a link to a secure payment account that we'll create for you. From there you can either pay by credit card on a safe and secure page that we'll create for you, or print out an invoice and mail it in via snail-mail.)

Why We've Implemented a Modest Subscriber Fee

Dear Colleague,

Over 12 years ago, CharityChannel was created to support a community where every nonprofit professional is welcome, where we can learn from each other, where we can share information to help us do our jobs with excellence, and where we can collaborate to advance the cause of philanthropy.



In this video, Stephen Nill discusses the reasons behind CharityChannel's decision to implement a small subscriber fee for the first time after over 12 years.

Windows Media
Player
(recommended)



High Bandwidth - Cable, DSL,
LAN at work

Low Bandwidth - Dial-up

Alternative formats: